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ABSTRACT

This guide for field advisors, which is part of the training materials used in the Child Development Associate (CDA) National Credentialing Program, outlines the 6-month CDA fieldwork portion of the 3-part credentialing program. The guide begins by describing the background, purpose, and curriculum design of the CDA Professional Preparation Program. The guide is divided into eight units: (1) introduction to the early childhood profession; (2) ways to study how children learn and grow; (3) ways to set up a safe and healthy learning environment; (4) ways to support children's social and emotional development; (5) steps to advance children's physical and intellectual competence; (6) keys to establish productive relationships with families; (7) synthesis of material learned by early childhood education (ECE) professionals working with preschoolers (PS), with infants and toddlers (IT), or in family day care (FDC); and (8) final assessment of ECE professionals as PS, IT, or FDC Child Development Associates. For each unit, the guide includes objectives, a description of the advisor's role, discussion topics for candidate conferences, instructions for verifying fieldwork assignments, activities for building the candidate's professional resource file, and a list of related resources. Evaluation sheets for observing candidates' fieldwork experiences are included. (MM)

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Field Advisor's Guide

for the

CDA Professional Preparation Program

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Carol Brunson Phillips

Council for Early Childhood Professional Recognition

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Carol Brunson Phillips
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Contents

Overview of the CDA Professional Preparation Program 1

Unit 1. Introduction to the early childhood profession 20

Unit 2. Ways to study how children grow and learn 32

Unit 3. Ways to set up a safe, healthy environment to invite learning 45

Unit 4. Positive ways to support children's social and emotional development 61

Unit 5. Steps to advance children's physical and intellectual competence 76

Unit 6. Keys to establish productive relationships with families 90

Verification of Assignments form 108

Field Advisor Formal Observation form 111

Unit 7. Putting it all together as an early childhood education professional working with preschoolers 151

Unit 8. Preparing for final assessment as a ***(PS)*** Child Development Associate 160

Unit 7. Putting it all together as an early childhood education professional working with infants and toddlers 167

Unit 8. Preparing for final assessment as a ***(IT)*** Child Development Associate 177

Unit 7. Putting it all together as an early childhood education professional providing family day care 185

Unit 8. Preparing for final assessment as a ***(FDC)*** Child Development Associate 195

Overview of the CDA Professional Preparation Program

Welcome to the CDA Professional Preparation Program!

You have agreed to become a Field Advisor in the CDA Professional Preparation Program and now you are about to embark on the excitement of a year of intense collaboration leading to the award of a Child Development Associate Credential to CDA Candidates.

You are a part of the growing network of teacher education personnel who have elected to work with CDA Candidates. As you begin, please read through this detailed description of the background, purpose, and steps involved in the CDA Professional Preparation Program. This will enable you to see where you fit into the total program design, and how to smoothly guide Candidates through successful completion.

Your willingness to serve as a CDA Field Advisor indicates your strong commitment to the profession. As a result of your efforts and those of many other early childhood educators involved in the CDA Professional Preparation Program, the quality of care for young children can be improved dramatically.

Background of the CDA national credentialing effort

Since the inception of the Child Development Associate National Credentialing Program in the early 1970s, the goal has been to help fill this country's growing need for trained and qualified caregivers for young children ages birth through five by creating a new category of early childhood professional–the CDA. Through collaboration between the federal government and the early childhood profession, the credential award system was established in 1975.

Since that time, more than 40,000 individuals have been credentialed, an impressive number and yet small in relation to the number of early childhood personnel who need training and who desire to become credentialed.

A continuing challenge to the CDA program thus remains, for several factors still contribute to the growing need for quality child care. The growing numbers of employed parents has increased demand for programs for young children. The value of preschool education in terms of economic benefits for the nation has been recognized, and public interest regarding good programs staffed by qualified personnel has heightened.

Further, the profession of child development/early childhood education has moved toward advocating higher qualifications for entry-level personnel. Experience and education requirements for child care center teachers and directors are improving in state licensing regulations. And training standards for caregivers in centers and family child care homes have recently been established by several major national organizations, including the Child Welfare League of America, the National Association of Family Day Care, and the National Association for the Education of Young Children.

Given these trends, the CDA Credential has enjoyed growing national acceptance as a uniform standard for qualified caregivers.

At the same time, however, incentives for individuals to secure training and to choose early childhood careers have deteriorated. Wages and working conditions in relation to other occupations and to the general economy show little growth. Training opportunities remain fragmented and often hard to access. As a result, there has been much discussion among child care advocates, policymakers, and the early childhood teacher education community about ways to solve these problems facing the child care workforce.

- How can we assure that qualified staff are available for the growing number of jobs in child care?
- How can we provide better access to early childhood teacher preparation for those who want careers in the field?
- How can we support a career ladder structure that builds upon differentiated staffing patterns and roles for pre-credentialed personnel?
- How can we make sure that everyone who is in a position of responsibility with young children has adequate preparation *before* they are hired into such positions?
- How can we advocate for higher teacher qualifications without reducing or eliminating employment opportunities for those who have traditionally sought to work with young children?
- How can we make entry-level career preparation feasible given the present context of wages and working conditions?

Everyone agrees that addressing these issues will require new and redirected resources, along with creative and innovative strategies.

Goals of the CDA Professional Preparation Program (CDA P_3)

The Council's CDA P_3 intends to tackle several of these issues by providing a new professional preparation option nationwide—a 1-year program of study that can be delivered in any community. Focused on the acquisition of practical skills needed to prepare individuals to be credentialed as entry-level early childhood education professionals, the CDA P_3 offers an affordable, accessible study option for individuals who have the CDA Credential as an immediate goal.

While the program model is intended to increase accessibility to the

CDA Credential, it also strengthens its academic acceptability and credibility. Professional image and status in American society are closely linked to higher education. The CDA P_3 enables the CDA program itself to be more closely integrated with other forms of early childhood teacher preparation by building on the involvement of the traditional academic community–colleges and universities–in CDA training.

The CDA P_3, however, has a specific place within the early childhood career ladder and is not meant for everyone. Some may not want to devote the time or resources to such an intensive study format. Others may prefer a program more focused on child development theory than on practice with children and families. Still others may prefer to pursue early childhood careers through study in a college degree program. Nevertheless, there are a great many individuals who want to pursue careers in child care by first becoming credentialed as a CDA. For anyone who lives or works in a community where there are no educational programs to prepare them in this way, the CDA P_3 offers a new opportunity.

The goal of the CDA P_3 is to ensure that, upon completion, the Candidate has obtained the competence required of a Child Development Associate (CDA). Because CDAs are expected to have the skills and knowledge necessary for a position working with preschool-aged children in a group setting, the CDA P_3 emphasizes both the acquisition of knowledge and the application of knowledge to practice.

Definition of a CDA

The Child Development Associate (CDA) is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA Credential is awarded to child care providers and home visitors who have demonstrated their skill in working with young children and their families by successfully completing the CDA assessment process.

CDA Competency Goals and Functional Areas

Competency Goals	Functional Areas
I. To establish and maintain a safe, healthy learning environment	1. **Safe:** Candidate provides a safe environment to prevent and reduce injuries.
	2. **Healthy:** Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.
	3. **Learning environment:** Candidate uses space, relationships, materials, and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, and learning.
II. To advance physical and intellectual competence	4. **Physical:** Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.
	5. **Cognitive:** Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.
	6. **Communications:** Candidate actively communicates with children and provides opportunities and support for children to understand, acquire, and use, verbal and nonverbal means of communicating thoughts and feelings.
	7. **Creative:** Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways to express their creative abilities.

III. To support social and emotional development and provide positive guidance	8. **Self:** Candidate provides physical and emotional development and emotional security for each child and helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence. 9. **Social:** Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults. 10. **Guidance:** Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.
IV. To establish positive and productive relationships with families	11. **Families:** Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program, and supports the child's relationship with his or her family.
V. To ensure a well-run, purposeful program responsive to participant needs	12. **Program management:** Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, recordkeeper, communicator, and a cooperative co-worker.
VI. To maintain a commitment to professionalism.	13. **Professionalism:** Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality in child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

Design of the CDA Professional Preparation Program (CDA P_3)

Acquiring the knowledge and skills to become a professional teacher of young children in a center setting or as a family child care provider requires the integration of study and experience. The CDA P_3 is designed to achieve this through a 3-phase structure. As the Candidate works through each phase of study, she or he will be involved in a variety of different types of learning experiences.

Candidates study on their own in center- or home-based programs for young children during 2 of the 3 phases. This *practical field experience* is guided by the expertise of a CDA Field Advisor who has been approved by the Council. Appropriate field settings include programs such as Head Start, child care centers, private preschools, family child care homes, and others, particularly those that comply with the accreditation criteria of the National Academy of Early Childhood Programs (NAEYC) and the National Association of Family Day Care (NAFDC).

Candidates also participate in *instructional Seminars*, conducted by Seminar Instructors. Conveniently located in their communities, these Seminars provide further in-depth professional experience in which Candidates build networks and expand their knowledge about professional practice in early childhood education. Given the diverse backgrounds and situations of caregivers, Seminars are designed to be flexible in methods of instruction, scheduling, and location.

The CDA P_3 is designed as an intensive professional preparation experience that can be delivered either as pre-employment preparation or as an in-service training program for pre-credentialed personnel. Although we recognize that many such personnel may have various informal training experiences, the scope of the program is comprehensive, covering the broad range of skills and knowledge necessary for a position of responsibility with preschool-aged children in a group setting.

The CDA P_3 curriculum, entitled *Essentials*, emphasizes the application of knowledge to practice. It includes goals and objectives, strategies for achieving the goals, training resources, and assessment instruments and procedures. Its core content is based on the CDA Competency Goals (see pages 4-5) and covers work with infants and toddlers, and preschool-aged children in group care settings. In addition, Candidates may elect to work toward a CDA Bilingual Specialization.

The CDA P_3 is designed to be completed in 1 year, requiring roughly 480 clock hours of field experience and 120 hours of Seminar instruction. Additional amounts of time are required for weekly interaction with you, and for preparation for the final assessment.

Curriculum content and design

The content of *Essentials* encompasses the 3 traditional components of teacher preparation: **foundations** that provide the knowledge base for performance, **methods of teaching** that provide the necessary skills and behaviors, and **practical experience** that integrates knowledge and skills. This combination has been selected to assure a well-integrated learning experience for Candidates.

The **foundations** for acquiring the skills required of a CDA are knowledge of

- child growth and development to foster appropriate expectations of children and serve as a basis for planning appropriate learning experiences,
- observation and recording of children's behavior and development, and
- adult-child interaction styles that foster optimal development in children.

The **methods** stressed are the skills and behaviors identified in the 6 Competency Goals and 13 functional areas.

The **practical experience** provided through both applied classroom instruction and field experiences serves to integrate knowledge and skills in work with young children in group settings.

The structure of the *Essentials* curriculum is also designed to help achieve this integration. Throughout, students are required to complete exercises that will help you extend their experiences beyond the self-study process within that particular unit. These appear in **boldface type** and are of 3 different types:

1 **Candidates are instructed to collect some specific information to discuss with the Field Advisor.** You will be asked either to verify by your signature that the exercise was completed, or to discuss it further with the Candidate during conference. Many of these exercises refer to material that appears in other units.

2 **Candidates are instructed to collect some specific information for discussion in the Seminar.** You will be asked to review these with the Candidate and help refine the ideas for further explora-

tion with the Seminar Instructor and other Candidates. Again, the topics make reference to issues that will recur across the study units.

3 **Candidates are instructed to contemplate an issue purely to expand their own thinking, or to identify a resource to use later in their own teaching.** You may, if you wish, explore these areas with Candidates, and help them develop personal resource files that are specific to the setting and age group where they work.

Since both Seminar Instructors and Field Advisors contribute to the successful integration of the instructional experience, it is important that, although they work separately, each understand the total program and reinforce the interrelationships between the components. Although the program of study is divided into phases and the curriculum into units, the Candidate experience should be one where deeper understanding and abilities to implement good practice in early childhood education are cumulatively and cyclically acquired.

This can best be achieved if Field Advisors and Seminar Instructors perceive their roles as overlapping, as opposed to one beginning when the other ends. Each has the responsibility to provide foundations, methods and practical experiences, in a manner *both integrated with each other, and in a manner that integrates the Seminar with the field experience.* Each, therefore, must be thoroughly familiar with the total structure and scope of the CDA P_3.

Phase 1: Fieldwork

The first phase of the CDA P_3 involves guided fieldwork experiences in a child care setting.

Each student who enrolls must select a field placement and a Field Advisor. Both Candidate and Field Advisor receive a copy of *Essentials*, and they work together to complete the first 6 units of study:

1. Introduction to the early childhood profession
2. Ways to study how children grow and learn
3. Ways to set up a safe, healthy environment to invite learning
4. Positive ways to support children's social and emotional development
5. Steps to advance children's physical and intellectual competence
6. Keys to establish productive relationships with families

Each unit covers basic information about the topic, along with exercises designed to help the Candidate interpret and apply the information to daily work with children. Candidates view one or more videos to further build on their experience and professional growth. Field Advisors also receive a *Field Advisor's Guide* to accompany the curriculum.

You will facilitate Candidates' growth through study and application of the material in the curriculum. You will meet with or talk to Candidates at least once a week. You will also conduct several observations of the Candidates' work in the fieldwork site.

Candidates work for roughly 6 months on their self-study completing the 6 units. All of their study, including the viewing of videotapes, observations of programs and children, and completion of writing assignments will be under your direction. You will verify that specific requirements have been met, will respond to questions, and will provide direction to the Candidate in her or his study.

Throughout the fieldwork phase, the curriculum identifies assignments for Candidates to complete with the understanding that the information and ideas will be elaborated upon during the Seminar. Your assistance in helping the Candidate follow through on these topics is important.

Just as Candidates are supported by the Council, you also can obtain resources and technical assistance by calling 1-800-424-4310 toll-free, or (202) 265-9090 in the Washington DC area.

Phase 2: Course work

Under the auspices of community colleges and other post-secondary educational institutions across the nation, CDA Candidates will participate in a series of instructional Seminars designed by the Council to elaborate on and extend the learning of the fieldwork phase of study.

The purpose of these Seminars is to enable Candidates to further understand how to apply basic principles of teaching and caring for young children and their families. Candidates will benefit by meeting with people who work in the great variety of early childhood program settings other than their own, such as Head Start, family child care, private child care centers, and public school programs.

These Seminars usually begin in January, last for roughly 6 months, and are taught by teacher education professionals. The *Seminar Instructor's Guide* provides an overview of the Candidates' field experiences as well as their assignments that require follow up during Seminar. This guide also contains a description of specific topics for presentation and discussion, selected to ensure uniformity of Seminar content across the country. Suggestions for other activities are provided as well.

The Seminar Instructor will use a variety of methods to lead lively discussions. As the Seminar participants get to know the instructor and each other, they will develop a stronger sense of professional identity, extend their understanding of the breadth of the field, and build a network that they can continue to rely on in the future.

At the conclusion of the Seminar, the instructor will administer and monitor a written situational assessment to test the Candidates' knowledge of good early childhood practice. This **Early Childhood Studies Review,** designed and distributed by the Council, will cover the material found in the *Essentials* curriculum.

To help Candidates prepare for the Early Childhood Studies Review, the *Seminar Instructor's Guide* contains some suggestions for activities that involve written tasks similar in content to the type of questions Candidates will encounter in the Review.

Phase 3: Final evaluation

This final phase of the CDA P_3 again takes place in the Candidates' work setting or field placement. Candidates are expected to organize and practice the cohesive set of skills they have developed and refined during the first 2 phases of the program.

You once again guide the Candidates, this time through a final series of exercises designed to demonstrate the Candidates' grasp of the skills necessary for credentialing as a Child Development Associate.

Candidates complete the final 2 units of the *Essentials* curriculum:

7. Putting it all together as an early childhood education professional

8. Preparing for final assessment as a CDA

These units prepare Candidates to more fully understand the scope of their responsibilities as child care professionals, and provide instructions for all final requirements for CDA assessment.

You will evaluate the Candidate's performance using a structured observation instrument, distribute a Parent Opinion Questionnaire to each family who has children in their care, and oversee the completion of a Professional Resource File.

At this point, you will submit documentation to the Council office verifying that the Candidate has completed all activities.

A Council Representative is then assigned by the national office to verify that the Candidate can demonstrate competence in working with young children and their families. The Council Representative will meet with the Candidate to conduct:

- an interview to assess the Candidate's knowledge of professional early childhood practice; and
- a review of the results of the Parent Opinion Questionnaires, the formal observation by the Field Advisor, and the Candidate's Professional Resource File.

It is the responsibility of the Council Representative to send the results obtained during the verification visit to the national office. There, Council staff review the evidence and determine whether the Candidate has successfully completed all aspects of the CDA Professional Preparation Program: fieldwork, Seminar, written assessment, and verification visit.

Candidates who have successfully completed all phases of the program will then receive the Child Development Associate Credential with a specific setting and age-level endorsement:

- center-based preschool (3- to 5-year-olds),
- center-based infant/toddler (birth to age 3), and
- family day care (birth through age 5).

Responsibilities of the Field Advisor

People who are going to be teachers
of young children
should be taught in the same way
they will teach.
–Elizabeth Jones

You are a primary influence on the Candidate's progress during most of the year of study. By agreeing to serve as a CDA Field Advisor, you have accepted the responsibility for shaping the professional growth of early childhood educators who in turn will mold the development of young children and their families.

Serve as mentor and provide guidance. During the course of the self-study, you will facilitate the Candidate's ability to learn from his or her own and others' experiences. Your professional guidance, intellectual stimulation, enthusiasm and interest are critical to ensuring success.

As you work together on each specific activity and exercise, you will need to help the Candidates keep in mind the complete program and its end goal – to prepare them to demonstrate their skills as a CDA in working with young children and their families. Use every opportunity to help Candidates keep the parts connected to the whole.

Your confidence in the Candidate's ability to achieve this goal should be communicated frequently through your encouragement and support. Honest feedback is important to this process, even when your opinion may seem critical. A good mentor always pushes toward a higher standard of performance.

To a great extent, you and the Seminar Instructor are shaping the career of the Candidate and thus the lives of children and families for years to come. You will need to continually listen in order to explore the Candidates' own personal beliefs and background. You will play an important role in nurturing her or his own unique style as a child care professional. Create a climate that encourages mutual trust, respect, and honesty.

Your professional influence will undoubtedly go far beyond that which may be readily apparent. Indeed, your sphere of influence may spread to the entire program where the Candidate works. Other staff, program directors, parents, and children will all benefit from their contacts with the Candidate.

Design and implement Candidate conferences. The structure and content of each conference are up to you. Your decisions, however, should have as their outcome the teaching/learning goals and objectives of the *Essentials* curriculum. The organization of this guide is designed to highlight these objectives for you.

The section for each unit of study provides 6 types of information:

- goals and objectives for Candidates,
- fieldwork conference topics,
- assignments to verify,
- videotapes to review,
- additions to the Professional Resource File, and
- resources and additional references.

Before you can begin to work with a Candidate, you will need to read through each unit of *Essentials*, and watch the accompanying videos. We also suggest you peruse the remainder of this *Guide*, to get an overall picture of this organizational format.

After you are familiar with this framework, you can focus on the best ways to build rapport, provide information, and ensure that Candidates acquire the knowledge and skills necessary to successfully complete their CDA.

CDA Competency Goals	Corresponding units of study in the CDA Professional Preparation Program
I. To establish and maintain a safe, healthy learning environment	Unit 3: Ways to set up a safe, healthy learning environment
II. To advance physical and intellectual competence	Unit 5: Steps to advance children's physical and intellectual competence
III. To support social and emotional development and provide positive guidance	Unit 4: Positive ways to support children's social and emotional development
IV. To establish positive and productive relationships with families	Unit 6: Keys to establish productive relationships with families
V. To ensure a well-run, purposeful program responsive to participant needs	Unit 7: Putting it all together as an early childhood professional
VI. To maintain a commitment to professionalism	Unit 1: An introduction to the early childhood profession Unit 2: Ways to study how children grow and learn

Individualize the learning towards the Candidate's Credential type. *Essentials* is designed to provide a broad base of information for caregivers who work in group settings with children ages birth through 5 years. Each Candidate, however, will be working toward a specific type of CDA Credential–center based or family day care–with a particular age level endorsement–preschool or infant/toddler. In addition, some will be working toward a bilingual specialization. Your role will be to highlight relevant experiences and bring depth to the information that is specific to the Candidate's own age level, setting, and specialization.

This will require your attention to interpreting some of the material that may seem irrelevant to the Candidate, or selecting supplementary materials from the reference list which are geared specifically to the Candidate's particular Credential type. As always, you are expected to use your own experiences and expertise in individualizing the field experience for the Candidate.

Monitor Candidate's progress. For each unit of study, you will monitor the Candidate's progress in becoming more skilled as a provider of care for young children. You will verify that assignments have been completed and that Candidates have added specific information to their Professional Resource File.

Being well prepared for this responsibility is essential. During the first and third phases of the CDA P_3, you will be in contact with the Candidate at least once a week. It is important to **establish and stick to a schedule.** Whether your contact is by telephone or in person, make sure you have your notes to date on the Candidate's progress. Each contact should be individualized and allow enough time for the Candidate to

- ask questions,
- solve problems with you,
- discuss specific topics, and
- discuss how information in *Essentials* can be applied in day-to-day work.

Throughout this guide and *Essentials*, timelines for completing each unit will appear. These are very intense, but recommended pacing to ensure Candidates will complete on schedule. There is some flexibility, however, to lengthen the self-study period somewhat even if it overlaps the beginning of the Seminar. You will use your discretion in adjusting the timeline for individual Candidates.

SAMPLE SELF-STUDY CALENDAR

UNITS	TASKS FOR CANDIDATE TO COMPLETE	ESTIMATED TIME
1	Conference with Field Advisor to discuss 3 topics Complete 2 assignments for Field Advisor to verify and 2 assignments for Seminar Prepare 2 entries for Professional Resource File View videotape	2 weeks *Sept. 15 - Sept. 30*
2	Conference with Field Advisor to discuss 3 topics Complete 2 assignments for Field Advisor to verify and 3 assignments for Seminar Prepare 3 entries for Professional Resource File View videotape	3 weeks *Oct. 1-Oct. 21*
3	Conference with Field Advisor to discuss 4 topics Complete 4 assignments for Field Advisor to verify and 4 assignments for Seminar Prepare 3 entries for Professional Resource File View videotape Field Advisor makes site visit to assess environment	3 weeks *Oct. 22-Nov. 14*
4	Conference with Field Advisor to discuss 7 topics Complete 2 assignments for Field Advisor to verify and 5 assignments for Seminar Prepare 5 entries for Professional Resource File View videotape	3 weeks *Nov. 15-Dec. 7*
5	Conference with Field Advisor to discuss 5 topics Complete 3 assignments for Field Advisor to verify and 4 assignments for Seminar Prepare 2 entries for Professional Resource File View videotape	3 weeks *Dec. 8-Jan. 7* (1 week break for Christmas)
6	Conference with Field Advisor to discuss 3 topics Complete 3 assignments for Field Advisor to verify and 1 assignment for Seminar Prepare 1 entry for Professional Resource File View videotape Distribute and collect Parent Opinion Questionnaire Field Advisor conducts formal observation on site	2 weeks *Jan. 8-Jan. 21*

Observe and make recommendations for professional growth. In your role as a Field Advisor, you will be responsible for observing the Candidate's work with young children. You will

- document evidence of the Candidate's performance,
- provide feedback to the Candidate, and
- make concrete suggestions for further growth.

You will conduct 2 formal observations of the Candidate, using the **CDA Observation Instrument**. The first time you use the instrument, you will discuss your observations thoroughly with the Candidate. The second time, it will be submitted to the Council as part of the evidence for the Candidate's final assessment as a CDA.

You are the only early childhood education professional to formally observe the Candidate's work in the field setting, so your input will make a major contribution towards the evaluation of the Candidate's competence.

Select outstanding resources. Your broad vision of the profession and its effects on children and families are essential for Candidates to gain a better grasp of the complexities of their work. As you work with the Candidate, you will be keeping abreast of issues in the field—quality, affordability, accessibility, salaries and benefits, teacher qualifications, appropriate curriculum— so you can stimulate well-informed discussions.

We encourage you to select resources from local and regional sources. As you hold each conference and review assignments, use your knowledge of these resources to enable the Candidate to understand various perspectives on good early childhood practice and make them meaningful in light of local circumstances and your own state's regulations. Whenever you can, push the Candidate's thinking beyond her or his own current work setting.

Manage logistics. You and the Candidate will need to establish a collaborative work pattern for the coming year, so the logistics you agree upon and the impressions you make at the start will be especially important.

Even if you are very familiar with the Candidate, possibly as a supervisor, you will want to establish together how your roles will intertwine during the next few months.

Besides scheduling your weekly conferences, you will help manage other logistics for the Candidate. Throughout *Essentials*, suggestions are made for a variety of experiences that might require your help to arrange. For instance, you may be asked to locate another child care program for the Candidate to visit or a professional event in the community for him or her to attend. Whenever asked, and wherever possible, put your own professional resources at the Candidate's disposal to facilitate as rich an experience as possible.

Another important task will be to assist Candidates to secure access to the videotapes that accompany the *Essentials* curriculum. This may mean asking the Center Director to purchase the set for loan to Candidates (as well as other center staff). Perhaps a local public library or Resource and Referral Center might want to purchase them. The videotape titles and purchase information appear in the *Videotape Viewer's Guide*, available from the Council.

Report to the Council. On initial contact with the Candidate, you will be asked to check the Credential type that the Candidate has applied for, and verify that the field placement meets the particular setting requirements.

> A **center-based preschool setting** is a state approved child development center where a Candidate can be observed working with a group of at least eight children, all of whom are aged 3 through 5 years. In addition, a center-based program must have: (1) at least 10 children enrolled in the program (not necessarily the Candidate's group) or (2) at least two caregivers working with the children on a regular basis.
>
> A **center-based infant/toddler setting** is a state approved child development center where a Candidate can be observed working with a group of at least three children, all of whom are under age 3. In addition, a center-based program must have: (1) at least 10 children enrolled in the program (not necessarily the Candidate's group) or (2) at least two caregivers working with the children on a regular basis.
>
> A **family day care setting** is a family day care home that meets at least the minimum level of applicable state and/or local regulations, where a Candidate can be observed working with at least two children 5 years old or younger who are not related to the Candidate by blood or marriage. These settings are also eligible in locales where there is no regulation of family day care.
>
> A **bilingual setting** is a child development program where there is a stated philosophy and specific program goals for achieving bilingualism in children and for fostering family understanding of bilingual development. Program activities are geared to helping children gain bilingual/bicultural experiences.

A "Special Education" child development setting - one designed to serve children with moderate to severe handicapping conditions - does not qualify as an eligible setting for the CDA P_3. The CDA Competency Standards were not designed to address the skills that group caregivers need for this population of children. However, child development programs where children with handicapping conditions are mainstreamed and/or comprise no more than 50% of the total group size are eligible settings, as long as they meet the other setting criteria described above.

If any changes occur in the field placement site while the Candidate is enrolled in the CDA P_3, you should notify the Council.

You will also be asked to keep the Council informed of Candidates' progress in completing the self-study. Use the Verification of Assignments form to document the completion of tasks for each of the 6 units, and provide other information that the Council may request.

The clearer I can be about my expectations
at the beginning, the more likely
students are to feel secure and
trust me, themselves, and each other.
–Elizabeth Jones

You and the Candidates are bringing a wealth of information and experiences with you to the conferences, and your leadership will make it possible for each Candidate to make the most of each session. Your enthusiasm and ability to help Candidates clarify and expand their knowledge of the profession will be instrumental in helping them continue to maintain the momentum that will lead to receipt of their CDA Credential.

The Council for Early Childhood Professional Recognition welcomes you to this exciting program!

Glossary of CDA Terms

Bilingual Specialization: Open to Candidates who work in a bilingual program and who speak, read, and write both English and a second language. Contact the CDA Candidate Connection at 1-800-424-4310 for more information.

Candidate: Individual enrolled in the Child Development Associate Professional Preparation Program through the Council for Early Childhood Professional Recognition.

Candidate Connection: A toll-free telephone number to find the answers to your questions about the CDA programs. Call weekdays from 9:00 a.m. to 5:00 p.m., eastern standard time, 1-800-424-4310.

Child Development Associate (CDA): A person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework. The CDA Credential is awarded to child care providers and home visitors who have demonstrated their skill in working with young children and their families by successfully completing the CDA assessment process.

Council Representative: Person designated by the Council for Early Childhood Professional Recognition to verify documentation during the final phase of the CDA Professional Preparation Program. The Council Representative also administers the Early Childhood Studies Review for direct assessment applicants, verifies written observations of their work in the family child care home, home visitor or center setting, and determines through an oral interview that the applicant has acquired basic knowledge of professional practice.

Early Childhood Studies Review: Written situational assessment of knowledge of professional practice about children from birth through age 5 gained from field experience, completion of *Essentials*, and participation in the CDA Seminar.

Field Advisor: Person who assists CDA Candidate in completing the self-study and final evaluation phases of the CDA Professional Preparation Program. The Field Advisor is in touch with the Candidate at least once a week to discuss ideas and answer questions. The Field Advisor determines that the Candidate's responses to exercises are accurate and developmentally appropriate and verifies the Candidate's completion of designated exercises.

Professional Preparation Program: The yearlong process during which CDA Candidates complete the self-study materials, participate in the CDA Seminar, and are observed to be competent in their work with young children.

Professional Resource File: Materials collected to use in teaching and for final assessment as a CDA. Includes regulations, policies, observations, telephone numbers, and teaching resources and ideas.

Seminar: A group of CDA Candidates that meet with a Seminar Instructor to deal with issues, sensitive topics, and in-depth concerns related to teaching young children. At the completion of the seminar, Candidates will complete their written Early Childhood Studies Review.

Seminar Instructor: individual who conducts seminars for groups of Candidates. The group will discuss controversial, sensitive, and timely topics. Assignments will be made. The Seminar Instructor will advise Candidates of the date to take their CDA Early Childhood Studies Review.

Viewer's Guide: Ideas to think about while viewing the videotapes for Units 1 through 7 of the *Essentials* curriculum.

Unit 1

Introduction to the early childhood profession

This first unit of *Essentials* introduces early childhood education as a profession. Candidates will learn that there is a body of knowledge and theoretical constructs that have been developed through research, observation, and study. And they will see that professionals must become familiar with this knowledge in order for them to engage in appropriate practices with young children.

You will help the Candidates gain an overview of their profession, and begin to develop a sense of professionalism in their work with children and their families.

This introduction to the profession also emphasizes the profile of the workforce–the variety of roles performed, levels of professional preparation, and salaries and working conditions. And finally, Candidates will learn about the role of professional associations and the importance of collective advocacy and action.

Goals

This introduction to the profession addresses the CDA functional area of Professionalism, and helps Candidates understand their personal and professional obligations to quality early childhood care and education:

1. They will examine their reasons for wanting to work with young children.

As Candidates look closely at their motivations for choosing this profession, they will further deepen their commitment to fulfilling the requirements for obtaining their CDA Credential, and for becoming an excellent teacher of young children.

2. They will explore the personal characteristics needed for successfully working with young children.

Candidates will examine such personal qualities as respect and tolerance for children and parents, flexibility, enthusiasm, creativity, and patience. And they will compare them with their own personalities to see whether this profession is a good match for them. A few may find some challenges to their ideas of what a good teacher of young children really is like.

3. They will develop a broad picture of the responsibilities and rewards of being a qualified early childhood educator.

Candidates will examine the realities of working with young children on a daily basis, the types of settings where that work occurs, and the kinds of interactions and skills needed for success.

The long description of a day in the life of a CDA begins to point out the vast body of information—the knowledge base of the profession—that teachers must hold at their fingertips in order to make the best of each situation that arises, planned or not. It also shows the wide range of skills used in a single day—nurturing children and communicating with co-workers, parents, and community people.

A visit to another early childhood program will further expand the Candidate's notion of what happens in a good quality program. Candidates are encouraged to think about how a child would feel in the program as a way to stretch their thinking about how they treat children. Just seeing other teachers in action can be very instructive for those who have never had a chance to observe talented practitioners.

4. They will understand that the role of an early childhood educator is to facilitate learning by preparing the environment, providing appropriate activities, and interacting with children.

Candidates will begin to formulate an understanding of how caring for and educating young children differ from commonly held notions about formal education. They will learn that the notion of education as "active teacher" and "passive learner" is inappropriate for early childhood.

Candidates will see that children learn best through self-directed play with real objects. And as Candidates begin to understand this teaching/learning process, they will come to see that care and education of young children are identical functions.

5. They will expand their awareness of the early childhood workforce profile and understand the importance and value of continuing education and advocacy for professional development.

Candidates will explore the differences between requirements for programs depending on location and sponsorship, and begin to understand the value of program regulations to protect children and families. Workforce issues such as salaries and working conditions are also explored, as well as the importance of advocacy and ethical practice for the profession.

Candidates will learn about the role of professional associations and the importance of joining one so they can begin to feel a part of the large cadre of people in the field who all share common goals and concerns for children, families, and the profession.

6. They will understand and be committed to the profession's code of ethical conduct.

Candidates will learn that professional practice in early childhood education requires a committment to ideals and principles. These reflect a shared conception of responsibility to affirm the core values of the field. You will help Candidates understand how professional ethics provide guidance for resolving the ethical dilemmas that certainly will arise.

Goals and Objectives for Unit 1

Goal:

The Candidate recognizes that early childhood education is a profession with a body of knowledge and theoretical precepts that professionals apply to help children learn and grow.

Objectives:

1. Candidates will examine their reasons for wanting to work with young children.

2. Candidates will explore the personal characteristics needed for successfully working with young children.

3. Candidates will develop a broad picture of the responsibilities and rewards of being a qualified early childhood educator.

4. Candidates will begin to understand that the role of an early childhood educator is to facilitate learning by preparing the environment, providing appropriate activities, and interacting with children.

5. Candidates will expand their awareness of the early childhood workforce profiles and understand the importance and value of continuing education and advocacy for professional development.

6. Canidates will understand and be committed to the profession's code of ethical conduct.

Your role as Field Advisor

Your responsibilities as mentor to a CDA Candidate are carried out through conferences. Getting these off to a good start is important, for you will establish your collaborative working patterns for the coming year. The logistics you agree upon and the impressions you make will be especially important.

During the first 2 weeks of the CDA Professional Preparation Program, Candidates are expected to complete all of the self-study exercises in Unit 1, view the video(s), and conference at least twice with you to review, verify, and discuss their progress.

The first task for the two of you will be to agree upon dates, times, and places for your weekly conferences. Whenever you chose to schedule a meeting, select a mutually convenient location where you can both work comfortably at a table or desk. For telephone conferences, select a time when you can talk uninterrupted. Make sure you have exchanged telephone numbers and indicated the most convenient times to call each other.

Your enthusiasm for the CDA Professional Preparation Program—undeniably a lot of work for both of you—will be a major factor in ensuring the Candidate's successful completion of this intense year.

Your support and ability to broaden the Candidate's network to include supervisors, parents, other staff, and community professionals will help solidify the Candidate's professional commitment. You are embarking upon an exciting new challenge together!

Conduct Candidate conferences

During your conferences covering Unit 1, you are expected to discuss the 3 topics listed here that are covered in *Essentials*. Because both you and the Candidate will begin to pace your work together during these early conferences, you will probably want to cover just the first discussion topic at your initial meeting, and then complete all the other tasks for this unit during your subsequent conferences together. **If you have never visited the Candidate at his or her work site, you should schedule your first meeting there. This will give you an opportunity to see the fieldwork setting.** If the Candidate is in a center, make arrangements to meet the Program Director and explain your role as CDA Field Advisor. Find out the procedures to get permission for any subsequent visits.

If you are very familiar with the Candidate, possibly as a supervisor, you will want to establish together how your roles will intertwine during the next few months.

We have suggested some possible questions to guide your discussion for each of the conference topics. Others may emerge as the two of you become comfortable with this individualized method of professional training. Page references indicate the location of the material in *Essentials*.

Discussion topic 1: What does it mean to become a CDA? (pages 1 - 17)

This is your opportunity to provide an overview of the entire CDA Professional Preparation Program for the Candidate and to get an initial picture of the Candidate's personality, experiences, and level of motivation. Although the description of the CDA P_3 is written in *Essentials*, a step-by-step walk through the program will help make the phase process clear.

- What questions does the Candidate have about the year-long learning process? Does s/he clearly understand the requirements of each of the 3 phases of study? Have you helped the Candidate secure access to the videotapes to accompany Phase I?

- How does the Candidate view her or his career selection? Why does the Candidate want to teach?

- Is the Candidate beginning to understand what CDAs need to know to do a good job? How can you begin to build bridges between what the Candidate already knows and needs to know? What professional journals, books, or videos could you share with the Candidate?

- What questions does the Candidate have about the variety of early childhood programs?

Discussion topic 2: Who are early childhood educators? (pages 18 - 24)

This discussion should focus on the variety of program types within the profession. Candidates' views are sometimes limited by their own personal experiences, and it is an important part of their professionalism to know about diverse career options.

- Can the Candidate tell you in his or her own words what teachers really do?

- Who in the community has a different type of position in the field? Would the Candidate find it interesting to interview any of these people? Can you arrange it?

- Was the Candidate able to visit another early childhood program? How did the Candidate react? What impressions has the Candidate indicated about the program?

- Can you locate information for the Candidate about the average wages and working conditions of early childhood professionals in the community? Discuss what advocacy efforts are taking place to improve them.

Discussion topic 3: Legal requirements for programs and staff. (pages 24 - 27)

Although Candidates may not be directly responsible for the formal legal structure of the program where they work, they should develop some insights into regulatory authority, and know how it is distinguished from employer-imposed and voluntary standard setting by professional associations. Further, Candidates' understanding of the workforce profile should help them to see themselves as part of a unified workforce.

- Help the Candidate locate your state and local regulations for centers and family child care programs. Discuss any additional requirements that the Candidate's program must meet. Help the Candidate understand the distinction between regulatory authority and employer-imposed requirements.

- Discuss the section on staff qualifications. How do they differ depending upon the setting the children are in? The age of the children? Do these differences make sense?

- Why do early childhood educators support legal requirements for programs serving young children and their families?

- How well do the requirements in the Candidate's program protect children and families?

Verify fieldwork assignments

Field Advisors must verify that the Candidate has completed 2 assignments during the first 2 weeks of self-study. Again, we are suggesting some questions you may wish to ask as you verify completion of these tasks.

Assignment 1: Interview an early childhood education professional. (pages 20 - 22)

- Did the Candidate have an opportunity to ask all of the questions? How did the interviewee respond?
- What did the Candidate learn from the interview? How can that be applied in her or his work?

Assignment 2: Contact two professional organizations. (page 27)

- Why did the Candidate choose these particular groups? What resources can the Candidate use from these groups?
- How can the Candidate become involved with a local affiliate of at least one of these groups? Is it possible to invite the Candidate to go with you to a local professional meeting?
- How else can you help the Candidate build professional networks within your community?

Your signature and date on the Verification of Assignments form is needed for these 2 assignments

Review videotape(s)

The Candidate should view the videotape(s) for this unit. If s/he has not done so, you might arrange to view them together at your next session so you can discuss any questions or comments immediately afterward. You are encouraged to use the Viewer's Guide accompanying the videotape as a basis for discussion.

Build the Professional Resource File

Field Advisors assist Candidates to build their Professional Resource File. Even though they will begin to collect resources in this first unit, explain that they will put it all together and write Statements of Competence later during their study. Suggest that materials be collected in a temporary box or folder at first, because they will be collected out of order and rearranged later.

The Professional Resource File is a collection of documents that the CDA will use as an early childhood professional in future work with young children and families. It is compiled during the CDA P_3 for 2 purposes:

- It will give the Council a picture of what information Candidates find valuable in their work as a basis for assessing competence as a CDA, and

- It will give Candidates an important experience in locating resources and articulating their own view of their work in early childhood programs.

It is intended to be a working resource–one that is to be USEFUL to the CDA during his/her career. The information it contains should serve as reference material on a daily basis.

The Professional Resource File is completed as part of Phase III of the CDA P_3 and a complete description of it appears in Unit 8 of the Candidate's materials. However, Candidates should be thinking about how to put it together.

The Professional Resource File can be arranged in any one of many creative ways (e.g., bound in a notebook or contained inside file folders in a box). The finished product should be professional looking and manageable in size. It should be organized and easy to add to or delete from. Whatever its form, it should be designed to be carried to and from a work site, on a home visit, or to a meeting – wherever early childhood professionals work.

Contents. The Professional Resource File has two major sections: (1) Background and Statements of Competence and (2) Resource Collection.

1. Background and Statements of Competence:

Autobiography: Candidates write a statement about themselves of about 300 words. In the first part, they tell who they are, and in the second part, they tell what things about their life influenced their decision to work with young children. *If they wish, they may attach to the narrative a formal resumé of their education and work experiences.*

Statements of Competence: In their own words, Candidates describe the things they do with children and families that demonstrate their ability to meet the specific needs of children in each of the 6 CDA Competency Goal areas. The description in each area should be about 200 words in length and should state their goals for children of specific ages and give specific examples of what they do to achieve those goals.

- Establish and maintain a safe, healthy learning environment

- Advance physical and intellectual competence
- Support social and emotional development and provide positive
- Establish positive and productive relationships with families
- Ensure a well-run, purposeful program responsive to participant needs
- Maintain a commitment to professionalism

2. Resource Collection

A complete list of resource items is described in Unit 8 of *Essentials*. Throughout the earlier units, however, each of the items to be included appears within the appropriate unit of study. In Unit 1, the following 2 items are identified. Check to make sure the Candidate has collected them.

- Name, address, and phone number of the agency that regulates child care homes and centers. Copy of current regulations. (pages 24 - 25)

- Pamphlets, brochures, and membership information from national early childhood education associations. (page 27)

Check the CDA Progress Record

When the Candidate has completed Unit 1, encourage her or him to use the CDA Progress Record in the back of *Essentials* to check off this first step toward becoming a CDA. This record of accomplishments will help build the momentum to continue with the fieldwork as the tasks become increasingly difficult and time consuming.

Resources for further information (in addition to those listed in *Essentials)*

Almy, M. (1986). *The uniqueness of the early childhood profession* [Videotape-17 min.]. Washington, DC: National Association for the Education of Young Children.

Ashton-Warner, S. (1963). *Teacher.* New York: Simon & Schuster.

Being teachers. (1986). Redmond, WA: Exchange Press.

Catron, C.E., & Kendall, E.D. (1984, September). Staff evaluation that promotes growth and problem solving. *Young Children,* 39(6), 61-66.

Celebrating early childhood teachers [Videotape-22 min.]. Washington, DC: National Association for the Education of Young Children, 1986.

Enhancing your professional growth. (1987) Redmond, WA: Exchange Press.

Fostering improved staff performance. (1987) Redmond, WA: Exchange Press.

Heglan, S.M. (1984, May). Teacher supervision: A model for advancing professional growth. *Young Children,* 39(4), 3-10.

Jones, E. (1986). *Teaching adults: An active learning approach.* Washington, DC: National Association for the Education of Young Children.

Katz, L.G. (1984). Contemporary perspectives on the roles of mothers and teachers. In L.G. Katz (Ed.), *More talks with teachers.* Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Whitebook, M., & Morin, J. (1986). *Salaries, working conditions, and the teacher shortage* [Videotape-17 min.]. Washington, DC: National Association for the Education of Young Children.

Working for quality child care. (1989). Oakland, CA: Child Care Employee Project.

Yardley, A. (1973). *The teacher of young children.* New York: Citation.

Yonemura, M.V. (1986). *A teacher at work: Professional development and the early childhood educator.* New York: Teachers College Press.

Zavitkovsky, D., Baker, K.R., Berlfein, J.R., & Almy, M. (1986). *Listen to the children.* Washington, DC: National Association for the Education of Young Children.

National early childhood organizations (in addition to those listed in *Essentials*)

American Academy of Pediatrics
141 N.W. Point Boulevard
Elk Grove Village, IL 60007
(708) 228-5005

American Montessori Society
150 Fifth Avenue
New York, NY 10011
(212) 924-3209

American Public Health Association
1015 15th Street, N.W.
Washington, DC 20005
(202) 789-5600

Association of Child Advocates
P.O. Box 5873
Cleveland, OH 44101
(216) 881-2225

Child Care Action Campaign
330 Seventh Ave., 18th Flr.
New York, NY 10001
(212) 239-0138

Child Care Law Center
22 Second Street, 5th Floor
San Francisco, CA 94105
(415) 495-5498

Child Welfare League of America
440 First Street, N.W., #310
Washington, DC 20001-2085
(202) 638-2952

Children's Defense Fund
122 C Street, N.W.
Washington, DC 20001
(202) 628-8787

The Children's Foundation
725 15th Street, N.W., #505
Washington, DC 20005
(202) 347-3300

Concerned Educators Allied for a Safe Environment
17 Gerry Street
Cambridge, MA 02138
(617) 864-0999

Ecumenical Child Care Network
475 Riverside Drive, #572
New York, NY 10115
(212) 870-3342

Family Resource Coalition
200 S. Michigan Avenue
Chicago, IL 60604-2404
(312) 341-0900

International Montessori Society
912 Thayer Avenue, Suite 207
Silver Spring, MD 20910
(301) 589-1127

Military Early Childhood Alliance
426 Cloud Ridge
Sierra Vista, CA 85635
(602) 458-3049

National Association of Child Care Resource and Referral
2116 Campus Drive, S.E.
Rochester, MN 55904
(507) 287-2020

National Coalition for Campus Child Care
P. O. Box 258
Cascade, WI 53011
(414) 528-7080

National Commission on Working Women
1325 G Street, N.W., Lower Level
Washington, DC 20005
(202) 737-5764

National Jewish Early Childhood Network
4501 Denlinger Road
Dayton, OH 45426
(513) 854-4014

National Organization of Child Development Laboratory Schools
School of Education
University of Alabama at Birmingham
UAB Station
Birmingham, AL 35294
(205) 934-5371

Unit 2
Ways to study how children grow and learn

Unit 2 introduces Candidates to a great deal of information about children's development. Some Candidates will find that much of it is very familiar because they already have seen first-hand how children grow and develop from birth through age 5. You and the Seminar Instructor will build bridges between what Candidates already know about child development and what they need to know as professionals.

Making systematic observations of children's development is a major strategy emphasized to help Candidates continue to build their knowledge base. During this unit, Candidates will see how developmental milestones and observations of children's behavior can be used together as a foundation to plan appropriate activities for children and to establish appropriate expectations of children's behavior at various stages.

Goals

Given the large body of literature on child development, the major objective of this unit is for Candidates to acquire basic information as a **starting place** for further study. It is neither possible nor necessary for CDA Candidates to absorb the entire body of child development theory during such a short time. Yet, Candidates must have a firm grasp of concepts basic to understanding how children learn if they are to formulate reasonable expectations for children.

Candidates also will come to understand that knowledge of child development is the basis for planning an appropriate curriculum based on play. They need to understand that developmental milestones are **not** the curriculum itself.

Good practice in early childhood education is based on knowing how children learn and figuring out from that how to appropriately teach. This requires that Candidates' observation skills be developed so they can be used right from the beginning as a tool to evaluate children's progress and to assess her or his own work with children. It is this observational information that Candidates will learn to use to make appropriate changes in the setting and curriculum to support children's growth.

Specifically, then, Unit 2 addresses the CDA functional area Professionalism and will help Candidates make decisions based on child development theories:

1. They will understand that early childhood education has a knowledge base of research and theory that derives from and determines practice.

Candidates will learn that personal experiences and other people's ideas about how to teach are helpful, but commitment to professional practice means knowing the broad observations, research, and theories about how children grow and learn. Just because a teaching strategy seems to work or because children enjoy an activity doesn't mean it is appropriate.

Information about child development for this unit has been distilled from the research, theory, and exemplary practice that comprise the knowledge base of the profession. Candidates should know that these materials about how children develop are often written differently than the material on how to teach. They should know *where* to find information about child development and know that the "science" of child study is continuing to add new insights.

2. They will recall the milestones of growth (physical changes) and development (changes in functions or abilities) for children aged birth through 5.

Candidates will recognize that development requires both maturation and learning, and that development results in more advanced and complex behaviors. Field Advisors will want to promote these concepts as well as the idea that even very young children **can** do a lot of things. At the same time, it is important to emphasize that developmental capabilities emerge as children mature and that certain things cannot be taught too early.

It is also important for Candidates to know that there are different views about what children are able to do at different ages and stages. As you work with Candidates on this unit, try comparing other developmental charts with the one presented in *Essentials.* Be ready to reconcile or affirm the validity of those differences when Candidates ask questions.

3. They will grasp the concept of sequential stages of development.

Candidates will see how important it is to respect each stage of development in its own order and in its own right. Yet, rather than viewing any stage merely as preparation for a later one, Candidates should come to appreciate the richness and variation of behavior within each stage.

You will need to continually help Candidates think about how stages of development overlap. Use the Candidates' own observations during the course of the fieldwork to point out that children develop skills and understandings at different rates but in approximately the same sequence.

Notice also the cautionary statement that appears on the developmental milestones chart: **These are just a few milestones to watch for as children grow and learn. The ages tell you *about when* to expect normally developing children to begin to achieve these milestones.** You may need to help Candidates see how much variation there is within the normal age ranges of development so they can understand why the chart is presented in this way.

4. They will understand the idea of domains of development—physical, social, emotional, cognitive/language—and the ways in which they are integrated for each child.

The chart of developmental milestones has been formulated to help Candidates look at these concepts with a fresh approach. Seven categories are labeled and described in ways that are intended to broaden thinking beyond the social, emotional, physical, and intellectual/language domains so often used:

- children show interest in others
- children become more aware of themselves
- children's muscles grow stronger and coordination improves
- children learn to communicate
- children become aware of the world
- children solve problems and use tools
- children express feelings

You will help Candidates learn to recognize these patterns in the children with whom they work.

5. They will comprehend the concept of individual differences and variations in learning styles and personality.

At the same time as Candidates are learning what is true for children in general, they will begin to understand and value differences between individual children. Later on in Unit 4 and during the Seminar the concept of *cultural group differences* will be explored. For now, help Candidates understand how children's individual experiences, their health, inherited tendencies, and the environment all contribute to the variations in development.

6. They will know and accept the profession's definition of *developmental appropriateness* so that knowledge of child development will be used as a framework to plan appropriate experiences for children.

Candidates will learn that all teaching techniques and materials should be scrutinized to determine their developmental appropriateness.

Give Candidates as many opportunities as possible to think about development in relation to the activities in their setting. Always ask whether any proposed activity really is consistent with the skills and abilities that can be reasonably expected for the age range of the children involved. Ask concrete questions using their daily field experiences as a basis. Also use hypothetical examples. For instance, you might ask whether a book of dot-to-dot exercises is really a good idea for a 4-year-old. Or are pastels the best colors to catch a baby's interest?

As you become more familiar with the Candidate's field setting, you will be better able to decide when to challenge Candidate's ideas about activities for a given age group.

7. They will select and use sound methods to observe children's behavior, interpret the results, and take action accordingly.

Candidates should build their skills to make systematic observations of children. The methods recommended for making observations have also been drawn from the research and theoretical literature in child development and early childhood education. They have been adapted as needed to ensure their practicality and usefulness for professionals working with young children and their families. Four are emphasized:

- keep a diary
- write about a specific incident
- use a chart
- interview children informally

Help Candidates discover the value of observing children. Lead them to use their observations (of how the children act and react) to make decisions about their own teaching. Offer opportunities to compare observations of the same incident, to interpret what happened, to make changes, and to revise teaching behaviors accordingly.

Candidates will learn how to maintain records and use this information to determine whether to refer the child for screening or to adjust the curriculum or environment.

8. They will understand the concept of developmental disability and recognize the need for specialized resources to facilitate the development of disabled children in mainstreamed settings.

CDAs are expected to be capable of working with disabled children in mainstreamed settings, but not to be experts in developmental disabilities. Many more of the issues related to special education will be discussed in their Seminar. For now, Candidates will be introduced to the idea that not all children's development falls within the normal range, and that there is a vast body of expertise upon which they may rely should concerns about individual children arise.

Candidates should also explore the question of diagnosis for disabling conditions. Screening for instance (for disabilities or for kindergarten entrance), is a big issue in many communities. Some school systems or programs have even developed their own instruments in an effort to make them more responsive to the cultures or interests of the children being tested. New information is constantly emerging about cultural influences on development and about the role of bias in our perceptions of children and families.

If you are not an expert in this area, be sure you read all you can about the pros and cons of different types of testing and assessments. Maintain an inquiring attitude regarding how the results are used. Keep the Candidate's focus on the ultimate question: How will the results of this information be used to benefit young children?

Resources for this effort are plentiful, so mention is made here of only two–both of which are comprehensive and designed for practitioners at the same professional development level as CDAs. They should be useful to you and to Candidates not only during Unit 2, but throughout the Professional Preparation Program.

The first is the Head Start Series published by the Head Start Bureau of the U.S. Department of Health and Human Services in 1978 (scheduled for revision and re-release in 1992). The series consists of 8 manuals, each specialized for the following disabling conditions:

- children with emotional disturbance
- children with health impairments
- children with hearing impairment
- children with learning disabilities
- children with mental retardation
- children with orthopedic handicaps
- children with speech and language impairments
- children with visual handicaps

The second set of resources is *Special Training for Special Needs* by B. Wolfe, V. Petty, and K. McNellis, published by Allyn and Bacon (1990). Designed as a set of 6 competency-based training modules, it covers knowledge, skills, and attitudes for caregivers working to successfully mainstream preschool children with special needs. The materials are designed to be open-ended and flexible for Candidates, and a trainer's guide is also available.

At each stage of fieldwork, you will want to keep encouraging Candidates to work closely with their supervisors, the children's families, and others involved with their programs who can collaborate in making positive changes in the lives of young children.

Goals and Objectives for Unit 2

Goals:
The Candidate understands basic concepts of development and normal developmental characteristics of children from birth through age 5 as a foundation for planning appropriate activities and establishing appropriate expectations of children at various ages.

The Candidate develops skill in carefully observing and recording the behavior of children and recognizes the importance of observation as a tool for obtaining information about children and their needs, and for evaluating the quality of adult/child interaction.

Objectives:
1. Candidates will understand that early childhood education has a knowledge base of research and theory that derives from and determines practice.

2. Candidates will know the milestones of growth and development for children birth through age 5.

3. Candidates will understand the concept of sequential stages of development.

4. Candidates will understand the idea of domains of development (physical, social, emotional, and cognitive/language), and the ways in which they are integrated for each child.

5. Candidates will understand the concept of individual differences and variations in learning styles and personalities.

6. Candidates will know and accept the profession's definition of *developmental appropriateness*, so that knowledge of child development will be used as a framework to plan appropriate experiences for children.

7. Candidates will select and use sound methods to observe children's behavior, interpret the results, and take action accordingly.

8. Candidates will understand the concept of developmental disability and recognize the need for specialized resources to facilitate the development of disabled children in mainstreamed settings.

Your role as a Field Advisor

Unit 2 will take the Candidate approximately 3 weeks to complete. During that time, you will hold weekly conferences to discuss developmental milestones, observations of children's behavior, and how those observations can be used to teach appropriately. You will also verify that the Candidate added items to the developmental milestones chart and that tools for recording have been tried. In addition, you will assist the Candidate to add 3 items to the Professional Resource File—parent pamphlets, tools for observation, and names of agencies for referrals for special needs.

In your role as mentor, you will build the Candidate's confidence in their abilities to acquire new skills. Making systematic observations of children is often seen as a time-consuming chore, so you may need to generate enthusiasm and interest in this important professional technique for understanding children's behavior.

The chart showing developmental milestones may seem overwhelming to the Candidate. Encourage an understanding that, although the information need not be memorized, it is an important foundation for work with children. Be sure you help the Candidate understand that the age ranges overlap, that each child is different, and that these are just a few of the many possible milestones that can be identified.

By the end of this unit, Candidates should begin to feel better prepared to respond to questions from parents about children's development and to begin to understand curriculum designs that give children opportunities to develop their skills through play and hands-on experiences.

Conduct Candidate conferences

You and the Candidate have now tried out your plan for working together during this fieldwork period. You may need to revise your plans as you work your way through the curriculum. Perhaps you need more face-to-face contact, or perhaps telephone calls are most efficient for quick questions. Continue to examine how the process is working for both of you and make adjustments to ensure that your efforts are valuable for the Candidate.

In Unit 2, the two of you have much material to cover. You will need to maintain a sharp eye and ear to evaluate whether the Candidate's ideas are indeed developmentally appropriate.

Discussion topic 4: What are the characteristics of children from birth through age 5? (pages 37 - 80)

The milestones for development start at birth and end at age 5. Candidates are not expected to memorize these. Yet, regardless of the specific ages of children with whom the Candidates work, they are expected to understand and appreciate growth and development across all age ranges.

- Has the Candidate checked the local library or pediatrician's office for pamphlets on the development of children?

- How does the developmental milestones chart compare with other resources the Candidate located? Why are some items missing (or included) in this one?

- How does the Candidate envision using this information when explaining developmental hurdles to parents?

- Regardless of the particular age level that the Candidate works with, talk in detail about some of the milestones for older and for younger children.

Discussion topic 5: Value of and methods for observing children's behavior. (pages 81 - 90)

Information about each individual child will form the backbone of daily planning. Being able to collect this information through first hand, objective observations will be a skill Candidates use on a daily basis throughout their careers. Help them get a good start by making the observation exercises meaningful–focused on specific questions they have about individual children. As you introduce these techniques, remember that the observation instrument will only be as valuable as the Candidates' level of confidence in using it.

- What questions does the Candidate have about each type of observation tool?

- Review the Candidate's use of the observation charts to record activities and the children who use them. What changes in activities seem warranted? Why? How will children be encouraged to try other areas?

- What happened during the interview with a child? (Although infant caregivers cannot use this technique, encourage them to interview an older child.) Why did things go well (or not)? How will the Candidate use what was learned?

- Review the Candidate's 2-week daily diary. What suggestions can you make for improving the diary entries?

- Talk about other appropriate ways to keep records of children's behavior besides the 4 types discussed in *Essentials*.

- Visit the Candidate's program. Both of you take independent notes of a brief incident involving 2 or 3 children. Compare what you wrote. What pertinent information was missed? What was interpreted rather than observed? What seemed right on target? Repeat the exercise if the Candidate is having trouble with some aspect of recording children's behavior.

- Review together any specific screening instruments or evaluative tests that are used in the Candidate's program. Determine whether they are appropriate and if not, what might be done to get them changed.

- Review the Candidate's Seminar assignment to select an observation tool to demonstrate. Provide assistance where needed. Why was the particular type of recordkeeping selected?

Discussion topic 6: How observations of children and adult/child interactions can be used to teach appropriately. (pages 90 - 99)

The focus here is on making the connection between what information to collect and how to make use of it. Challenge Candidates to see many important uses, particularly for the process of problem resolution and/or referrals.

- During the 2-week-long observation and daily diary recording, what were children in the Candidate's group practicing? What did they try new? What activities seemed to be combinations of practice and exploration? If the Candidate felt an activity was inappropriate, discuss why. Ask the Candidate to explain why other activities were seen as appropriate.

- Is the Candidate clear about which method of observation to select depending on the purpose of the data collection?

- What do the Candidate's responses to typical parent questions tell you about the individual's strengths and weaknesses? Keep some notes and come back to them as you move into the remainder of the curriculum.

- Does the Candidate have any questions or concerns about discipline methods, materials, or teaching strategies?

- Has the Candidate had any experience working with a child with development disabilities? Can you recommend any relevant resources?

Verify fieldwork assignments

You must verify that the Candidate has completed 2 assignments.

Assignment 3: Add 2 appropriate milestones in each age range of the chart. (pages 40 - 80)

- Why were these particular milestones chosen for inclusion?

- How do these added milestones reflect an awareness of individual and cultural differences?

Assignment 4: Try all 4 tools for recording behavior (infant caregivers will have tried only 3). (pages 83 - 89)

- Has the Candidate established a system to keep a daily diary record? Are these records incorporated in a confidential way in the Candidate's Professional Resource File?

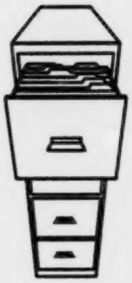
- Look through the Candidate's daily diary. What is going well? Where are the problems? Decide whether to discuss them now or hold them until the Candidate has more training and is able to recognize and solve them independently.

Review videotape

Candidates will be viewing one video with this unit. Using the Viewer's Guide, you may want to raise one or two questions about the content to help Candidates apply what they are learning.

Build the Professional Resource File (PRF)

Assist the Candidate to collect 3 items for the Professional Resource File:



- Pamphlets or articles designed for parents about the way children grow. (pages 80-81)
- Two copies of one sample observation tool. One should be blank; the other filled out with a sample observation of a child. (page 90)
- Names and contact information for agencies with expertise in developmental disabilities. (page 97)

After all of the exercises for Unit 2 have been completed, remind the Candidate to use the CDA Progress Record to mark yet another step toward completion of the CDA Professional Preparation Program.

Both of you can enthusiastically look forward to Unit 3.

Resources for further information (in addition to those listed in *Essentials*)

Almy, M., & Genishi, C. (1979). *Ways of studying children: An observation manual for early childhood teachers* (2nd ed.). New York: Teachers College Press.

Althouse, R. (1981). *The young child: Learning with understanding.* New York: Teachers College Press.

BaFá BaFá, a cross culture simulation. (1977). Simulation Training Institute, 218 Twelfth Street, Del Mar, CA 92014. (619) 755-0272.

Boehm, A.E., & Weinberg, R.A. (1987). *The classroom observer: Developing observation skills in early childhood settings* (2nd ed.). New York: Teachers College Press.

Bos, B. (1983). *Before the basics: Creating conversations with children.* 203 Baldwin Ave., Roseville, CA 95678: Turn-the-Page Press.

Caplan, T., & Caplan, F. (1983). *The early childhood years: The two to six year old.* New York: New York: Putnam.

Cleverly, J., & Phillips, D.C. (1986). *Visions of childhood: Influential models from Locke to Spock.* New York: Teachers College Press.

Developmentally appropriate practice: Birth through age 5. Washington, DC: National Association for the Education of Young Children, 1988.

Duckworth, E. (1987). *"The having of wonderful ideas" and other essays on teaching and learning.* New York: Teachers College Press.

Gerber, M. (1986). *Seeing infants with new eyes* [Videotape-26 min.]. Washington, DC: National Association for the Education of Young Children.

Greenberg, P. (1986). *Staff growth program for child care centers.* Washington, DC: Acropolis.

Greenspan, S., & Greenspan, N.T. (1985). *First feelings: The groundbreaking book that shows you how to chart your baby's emotional growth . . . from birth to age 4.* New York: Penguin.

Hilgartner, C., & Metzger, B. (1979). *A roomful of children: How to observe and evaluate a preschool program.* Rochester AEYC, Box 356, Henrietta, NY 14467.

Hilliard, A.G. (1975). The strengths and weaknesses of cognitive tests for young children. In J.D. Andrews (Ed.). *One child indivisible.* Washington, DC: National Association for the Education of Young Children.

Katz, L. (1985) *Curriculum for preschool and kindergarten* [Videotape-16 min.]. Washington, DC: National Association for the Education of Young Children.

Lally, R. *Culturally sensitive care for infants and toddlers* [Videotape-in press]. California State Department of Education, 560 J Street, Suite 220, Sacramento, CA 95814.

Leach, P. (1983). *Babyhood; Stage by stage, from birth to age two: How your baby develops physically, emotionally, mentally; how your baby thinks, feels, learns, and expresses needs and wants* (2nd ed.). New York: Knopf.

Looking at young children [Videotape-16 min.]. Teachers College Press, P. O. Box 939, Wolfeboro, NH 03894. (800) 356-0409.

Merrill, B. (1984). *Learning about teaching from children.* Rochester AEYC, Box 356, Henrietta, NY 14467.

Peterson, R. & Felton-Collins, V. (1986). *The Piaget handbook for teachers and parents: Children in the age of discovery, preschool - 3rd grade.* New York: Teachers College Press.

Phillips, C. B. (1985). *Culture and education of young children* [Videotape-16 min.]. Washington, DC: National Association for the Education of Young Children.

Position state on quality child care. Little Rock, AR: Southern Association on Children under Six, 1986.

Position statement on quality four year old programs in public schools. Little Rock, AR: Southern Association on Children Under Six, no date.

Schaefer, C. (1984). *How to talk to children about really important things.* New York: Harper & Row.

Segal, M. (1984). *Birth to one year: Month-by-month descriptions of the baby's development with suggestions for games and activities.* New York: The Newmarket Press.

Weber, E. (1984). *Ideas influencing early childhood education: A theoretical analysis.* New York: Teachers College Press.

Unit 3

Ways to set up a safe, healthy environment to invite learning

This is a unit where Candidates can sink their teeth into the practical work of running a daily program for children. Much of the material may seem to be common sense. But safety and health issues are basic ingredients for creating an overall environment in which children can learn about themselves and the world.

Also introduced in this unit are issues related to the physical arrangement of space and the materials and equipment in the space–both indoors and outdoors. A major task is for Candidates to use the **Environment Checklist** to analyze their present early childhood teaching environment. There are many detailed items on it, but hopefully Candidates will find so many practical implications for their work that they will eagerly tackle them. However, you will need to help them review the checklist thoroughly, and spend a great deal of time discussing these teaching materials and practices that promote a safe and healthy learning environment. **You should schedule a site visit to the Candidate's teaching environment, just so you can see first-hand how accurate the assessment of the space is.**

If the director of the program where the Candidate works has been supportive but not very involved up to this point, you might encourage the two of them to work more closely together to evaluate the environment. Perhaps the entire facility could be analyzed with the checklist, for example, to assure that all children are protected as well as possible. Parents too, might be interested in joining in the evaluation process, especially in family child care.

Goals

The material in this unit focuses on the various settings for early childhood education, including centers and family child care homes for children who range in age from birth through 5. As a Field Advisor, you will be using your knowledge of such settings and your sharpest observation skills for evaluating environments as you talk with Candidates about how to improve their teaching environments.

You will visit the classroom or home in which the Candidate works so you can address questions with first-hand observations. You will also highlight and emphasize the material in *Essentials* which is especially relevant to the Candidate's setting, and help sort through what may not necessarily apply.

You will, when needed, locate the latest information on health, nutrition, and disease prevention–it changes frequently. And you will help Candidates find good community resources for field trips and teaching ideas.

Most of all, you will model your commitment to the principle that **young children learn through play.** Teachers of young children are under a lot of pressure from parents and society in general to provide an "academic" curriculum, supposedly so children will be prepared for kindergarten and eventually for the college of their choice. Play and hands-on activities are scorned in some communities in favor of worksheets and drill. Unfortunately, even some program directors have succumbed to these pressures and Candidates will need your reassurance about the benefits of more appropriate practice.

Establish with the Candidate that appropriate curricula are based on knowledge about how young children grow and learn. Be prepared to provide evidence that learning does take place through play and help Candidates strengthen their commitment to the idea. Read the research that documents how children learn through play (and how children who are rushed into reading, for example, lose interest). You may even want to talk with the Candidates' supervisors and/or parents involved to build support for improvements and the Candidates' efforts to become more professional. Your support can mean a lot if the Candidate must confront pressures from parents or supervisors every day.

Unit 3 covers the CDA functional areas of Safe, Healthy, and Learning Environment and is designed to help Candidates develop a broad range of thinking and practical skills to establish and maintain a safe, healthy learning environment:

1. They will provide a safe environment to prevent and reduce injuries.

Candidates will know common risks to children and be able to keep the indoor and outdoor learning environment free of hazards. Different considerations need to be taken into account depending upon the age of the children and upon whether the setting is a center or a family child care home.

Candidates will need to know the risks to children's safety and keep the inside of the center and outdoor play area free of hazards, and how to use age-appropriate methods of teaching children simple safety rules.

Candidates will understand the need to supervise children at all times, to learn how to know where children are and what they are doing. Even while helping just one child, the Candidate must be capable of keeping track of what's going on with the whole group.

2. They will be able to handle emergencies, accidents, and injuries appropriately.

They will learn basic first aid, and how to use it in age-appropriate ways. They will learn how to prepare for emergencies and how to get help quickly. Appropriate teaching methods for helping children develop basic safety skills will also be acquired.

3. They will promote good health and nutrition practices.

Local and/or national standards for health, nutrition, and food preparation will become familiar. Candidates will learn appropriate sanitary procedures and teaching practices to promote health for children, staff, and families.

Candidates will learn to plan and prepare healthy snacks and meals, and understand the importance of limiting sugar, salt, processed foods, and unnecessary chemical additives.

Candidates will learn to use appropriate techniques such as role playing, modeling, visual materials, and real objects to teach healthy physical, mental, dental, and nutritional practices.

4. They will establish an environment that contributes to the prevention of illness.

Candidates will become familiar with the increased risks of contagious and infectious diseases in group child care and learn strategies for minimizing such risks. Candidates will practice appropriate handwashing after toileting or diapering children, after nosewiping, and before food preparation and eating. They will learn procedures for the care of sick children, for administering medicines, and for contacting parents and medical providers.

Candidates will understand their role in recognizing and reporting symptoms of possible abuse and neglect and how to work cooperatively with health care professionals to respond sensitively and effectively to such problems. They will learn to communicate with children and parents about medical care and immunizations, and know how to identify health resources in the community.

5. They will use space and materials as resources for constructing an interesting and enjoyable environment that encourages play and exploration.

Candidates will understand how the arrangement of space and materials affects children's behavior and know ways to use room arrangements constructively. They will know how to organize materials on low, open shelves so children can use them independently. They will learn to separate noisy and quiet areas, to keep clear pathways and to use furniture arrangement strategies that reduce behavior and safety concerns and invite learning.

Candidates will learn to identify materials that demonstrate respect for each child's sex, family, race, language, and culture. And they will learn what materials are developmentally appropriate for different age groups.

6. They will use relationships and routines to construct a secure and growth-enhancing environment for children.

Candidates will understand appropriate scheduling of activities for different age groups. They will understand the concept of balancing activities appropriately–quiet and active, child-initiated and teacher-directed, individual and group, indoor and outdoor. They will learn to provide simple and consistent routines and to see the importance of modifying them as children's needs, interests, and abilities change.

Candidates will understand the role of a teacher in settings based on the principle that children learn through play. Candidates will build their ability to use information they gain by observing children in how they plan activities for them. They will become comfortable moving casually among children at play, taking an active yet nondominating role in children's development.

Goals and Objectives for Unit 3

Goal:

The Candidate is able to establish and maintain a safe, healthy, learning environment.

Objectives:

1. Candidates will provide a safe environment to prevent and reduce injuries.

2. Candidates will be able to handle emergencies, accidents, and injuries appropriately.

3. Candidates will promote good health and nutrition practices.

4. Candidates will provide an environment that contributes to the prevention of illness.

5. Candidates will use space and materials as resources for constructing an interesting and enjoyable environment that encourages play and exploration.

6. Candidates will use relationships and routines to construct a secure and growth-enhancing environment for children.

Your role as Field Advisor

The fieldwork phase for this unit is intended to last about 3 weeks. During that time Candidate conferences should cover 4 discussion topics. In addition, the Candidate will view the accompanying video using the Viewer's Guide. You will verify that 4 assignments have been completed, and check that the 3 specified items have been added to the Candidate's Professional Resource File.

The overall goal is for Candidates to learn how to set the stage for children's learning. Some of their old ideas about teaching will need to be challenged and replaced with facts and practices based on knowledge about child development. Candidates can then improve their own programs and really make a difference in the lives of young children.

Conduct Candidate conferences

You will need at least 3 in-depth conferences to fully discuss these next 4 topics. Determine in advance when you will meet and what you will discuss and verify so the Candidate can be prepared. Some suggested questions for discussion are offered here.

Discussion topic 7: How do you keep your children safe? You play it safe. (pages 101 - 118)

This discussion should focus both on safety elements in the physical environment–both indoors and out–as well as safety concerns at any time the Candidate is with the children (such as on field trips). Further, the focus on teaching basic safety-related behaviors to children is important to discuss in terms of age-appropriate strategies. You will need first-hand knowledge of the Candidate's setting to tailor your discussion of specific items.

- Did the Candidates find any hazards when sitting on the floor? Suggest that they recommend this technique of sitting on the floor to parents who want to childproof their homes, too. Discuss any indoor safety concerns and observations the Candidate has. What actions can be taken to reduce or eliminate danger?
- Review the Candidate's list of the program's safety rules. Were they set up and discussed with the children's involvement (appropriate to their ages)? Are they written and discussed in the children's home language?

- Talk about other teaching ideas for each type of safety. Help the Candidate analyze what is appropriate and what is not for the ages of the children in the group.

- View together the excellent video *Family Day Care Health & Safety*, by Joanne Gravell. Visit the family child care home and complete the checklist with the Candidate.

- Discuss the Candidate's concerns about how to build trust with children and what to do in the event that she or he suspects child abuse. (Abuse will be discussed in greater detail in Unit 4 of *Essentials*). Make sure the Candidate has written the telephone number to report abuse on the program's emergency telephone list.

- Discuss the section on "Safety and Strangers." What suggestions can you add about ways to help children learn how to deal with strangers and strange behaviors?

Discussion topic 8: How do you and your children stay healthy and well nourished? (pages 118 - 144)

Lots of subtopics are woven together here: medical, dental, mental health, and nutrition. Help Candidates develop age-appropriate practices that contribute to children's overall good health.

- Review any health concerns the Candidate has for the program. Discuss what is being done or what can be done to resolve these problems.

- Ask the Candidate some questions about practices in the program, such as these:

  How can preschoolers help keep the play area clean? What techniques make clean-up less of a chore?

  How do staff involve children in handwashing? What incentives are used for the adults in the program?

  How are children encouraged to take good care of their teeth?

  How are children soothed at nap time?

- Help the Candidate explore any uncomfortable feelings she or he has about children's bodies and related issues (toilet learning, masturbation, sexual identity.) If there are questions, encourage the Candidate to write them down. These topics will be discussed again in the Seminar.

- Check that the Candidate has located the telephone number for the county Cooperative Extension Service or other local agency that provides nutrition information. (Cooperative Extension may not have a separate listing in the telephone book; if not, the County "general information" can refer you to the appropriate office.) Talk about ways to share the information received from this resource with parents. **Encourage the Candidate to begin a personal file of professional resources as a supplement to the Professional Resource File required for the CDA Credential. This personal file can contain resources to use over and over in teaching. Any pamphlets s/he has received can be the beginning of this file.**

- Check the Candidate's lunch and snack menu idea additions to the charts in *Essentials.* (pages 141 - 142)

  Are the foods listed nutritious?

  Is the style of preparation authentic for the children's cultures?

Note: During Seminar, Candidates will discuss the recent debate about the 4 food groups and how our society's ideas about nutrition are changing. However, you may want to encourage the Candidate to send for information about the changing trends:

U.S. Department of Agriculture
Human Nutrition Information Service
Federal Building #1
6505 Belcrest Road
Hyattsville, MD 20782

Physicians Committee for Responsible Medicine
P. O. Box 6322
Washington, DC 20015
(202) 686-2210

- Discuss with the Candidate any specific food needs of the children with whom they work. Are food allergies, religious, or cultural preferences being handled appropriately?

- Is food used as art material in the program? Does the Candidate have any concerns about this practice? What reasons might parents have to be concerned? Do we adults give children a double message when we tell them not to waste food while eating, and then let them paste with macaroni and rice?

- Does the center or family day care provider qualify for the Child Care Food Program? What other local resources might be available to provide nutritious food or reimbursement for food costs?

- What field trips does the Candidate suggest to help children learn more about food?

- Discuss the Candidate's goals for family group style meals in the program. Are they appropriate? If not, how can they be improved?

Discussion topic 9: How do you plan an environment that promotes play? (pages 145 - 175)

Although Candidates may not have total control over the materials, space arrangement and schedule, these issues should be discussed as if they did have. Compare the hypothetical to the real and help the Candidate think about alternatives to what may exist in the fieldwork setting. Emphasize the many good ways to plan environments that promote play.

- Look over the Candidate's preferred changes in the program schedule. Discuss rationales for the changes and whether they are appropriate.

  Is there a good balance between active and quiet? Between child-initiated and teacher-directed?

  Discuss the possibility of implementing the Candidate's ideas. Who needs to be consulted before changes are made?

- Does the schedule address the home language and culture of the children? What is the program's philosophy about supporting the home language and culture of the families?

- Sometimes teachers feel idle while children play. Discuss these feelings with the Candidate.

- Discuss the notes the Candidate made for individual children.

  Does the Candidate have questions regarding abilities, interests, and/or concerns?

Help the Candidate add information that may be missing. Reaffirm your commitment to keeping all such information confidential.

- What new topics does the Candidate plan to incorporate into the curriculum based on information on the chart?

- Pick one of these new topics to discuss in detail, suggesting additional materials that the children could use.

- Ask the Candidate about the rationale for the choices of furniture made from the school supply catalog. (If needed, give the Candidate the names and addresses of companies to write for free catalogues.) Help think of other alternative sources for low-cost classroom furniture.

- How effective was the spruce-up of the Candidate's teaching area?

  Is children's art work hung at their eye level?

  What other changes were made?

Now might be a good time to arrange for the Candidate to observe a teacher using the style encouraged in *Essentials,* especially if there isn't a good model for this style in the setting where the Candidate is working. Locate a program where the Candidate can visit and help get the visit arranged. (You may have to help find a substitute during the Candidate's absence from his or her own work setting.) After the visit, discuss the Candidate's observation of another teacher's actions while children play:

- Talk about the Candidate's first impressions of the indoor and outdoor play area. What do the Candidate's observations tell about what she or he thinks is important in a room environment?

- What ideas did she or he get about ways to change teaching strategies to give children better opportunities to learn through play?

Discussion topic 10: How do you choose appropriate learning materials and put what you've learned into practice? (pages 176 - 183)

Here's a discussion topic that gives Candidates the practical task of using information about specific children to select actual toys, books, and materials. Help them see the connection between knowing general child development principles, knowing individual children and families, and knowing principles of appropriate early childhood practice.

- Review the Candidate's suggestions for additional toys for each age group. Ask the Candidate to tell you why each selection is appropriate and safe.
- Discuss the 5 children's books that were evaluated using the racism and sexism criteria from the Council for Interracial Books for Children. Are the Candidate's opinions on target?
- What stereotyped items did the Candidate identify? If the Candidate does not have the authority to discard items, help develop a strategy to approach the center director and present the items the Candidate wishes to add to improve the selection.
- Review the analysis of the most and least popular activities. Ask if the Candidate has any new thoughts about why some activities are popular and others are not?
- Would the Candidate's $200 be spent in an appropriate way? How would these items increase children's interests?
- Has the Candidate hung the posters about how to wash hands, how to change a diaper (if there are infants), and "What are children learning by doing this?" Are they effective?

Verify fieldwork assignments

You must verify that the Candidate has completed 4 assignments.

Assignment 5: Complete a first-aid course. (page 118)

This assignment may be completed at any time during the program. You may need to help find such a class for the Candidate. (Check with the local Red Cross.) When s/he has taken the class, initial the entry on the Field Advisor Verification of Assignments Form.

The original copy of the first-aid certificate should be kept in the Professional Resource File.

Assignment 6: Complete the chart comparing the nutritional values of common snack foods. (page 140)

- Ask if the Candidate found any surprises in the nutritional value of these favorite foods.
- How will future menus be affected?

Assignment 7: Sketch an arrangement of teaching space. (page 165)

- Did the Candidate implement any new ideas to come up with this floor plan? If so, ask how the children's play behavior changed.
- If changes were not implemented, discuss whether the proposed floor plan would be used to best advantage and in an appropriate way?
- What changes could you suggest that might improve the floor plan? Be aware that furniture rearrangement is not always possible in family day care homes.

Assignment 8: Complete the entire Environment Checklist throughout Unit 3. (See Candidate instructions on page 103.)

- Make sure items were added to fit the current program setting.
- Discuss any items that the Candidate has questions about.

Schedule a visit to the Candidate's work site to get a first-hand look at the Candidate's work setting. Plan to observe for about an hour while s/he is working with the children. Get a feel for the Candidate's general style of teaching and her or his general skill level and effectiveness given the setting, age of the children, and family backgrounds. After your observation, discuss your general impressions with the Candidate.

Review videotape(s)

Talk with the Candidate about the material in the videotape that accompanies this unit. Discuss some of the questions in the Viewer's Guide.

Build the Professional Resource File (PRF)

Assist the Candidate to collect 3 items for the Professional Resource File:

- The name of the agency and telephone number to report child abuse concerns. (page 117)
- Record of completion of first aid class. (page 118)
- Telephone number for the county government Cooperative Extension Service office (or other agency) that supplies information on nutrition for children. (pages 138 - 139)

Now may be a good time to get the Candidate formally started on preparing the Statements of Competence for the Professional Resource File. The Candidate should write about two pages (200 words) stating her or his goals for children and giving specific examples of what he or she does to maintain a safe, healthy, learning environment. Remember that the statement should be thought of as a "draft," because after more field experience, and the Seminar experience, the Candidate should have something more or different to say.

The Statement of Competence should address the Competency Goal definition. Since it is so broad, you may want to use the 3 functional area definitions (Safe, Healthy, Learning Environment) to help the Candidate focus on the specific skills that make up the broad Competency Goal. Have the Candidate read the functional area definition and then tell you what things she or he does in practice with children and families that would indicate her or his skill. As you hear the Candidate describe accurate and appropriate examples, ask the Candidate to tell you *why*–how do children benefit? Suggest that these descriptions of what they do and how they do it be written down in the Candidate's own words, exactly as they are told to you. If the Candidate wants to, s/he may label each paragraph or section with the functional area titles.

After all of the exercises for Unit 3 have been completed, don't forget to remind the Candidate to use the CDA Progress Record to check off another step toward completing the CDA Professional Preparation Program!

Resources for further information
(in addition to those listed in *Essentials*)

Biber, B. (1985). *Play and learning* [Videotape]. Washington, DC: National Association for the Education of Young Children.

Brooks, K.W., & Deen, C. (1981, March). Improving accessibility of preschool facilities for the handicapped. *Young Children, 36*(3), 17-24.

Clemens, S.G. (1988, January). A Dr. Martin Luther King, Jr., curriculum: Playing the dream. *Young Children, 43*(2), 6-11, 59-63.

Creating sex-fair family day care: A guide for trainers. Women's Educational Equity Act Publishing Center, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160.

The creative curriculum [Spiral bound book and videotape]. Washington, DC: Creative Associates, 1988.

Deci, E.L., & Ryan, R.M. (1982). Curiosity and self-directed learning: The role of motivation in education. In L.G. Katz (Ed.), *Current topics in early childhood education.* Norwood, NJ: Ablex.

Dodge, D.T. (1978). *Room arrangement as a teaching strategy.* Washington, DC: Creative Associates.

Elkind, D. (1981). *The hurried child.* Boston: Addison-Wesley.

Fein, G., & Rivkin, M. (Eds.). (1986). *The young child at play: Reviews of research, Volume 4.* Washington, DC: National Association for the Education of Young Children.

Ferguson, J. (1979). Creating growth-producing environments for infants and toddlers. In E. Jones (Ed.), *Supporting growth of infants, toddlers and parents.* Pasadena, CA: Pacific Oaks College.

Frost, J.L., & Klein, B.L. (1984). *Children's play and playgrounds.* Playgrounds International, P.O. Box 33363, Austin, TX 78764.

Frost, J.L., & Sunderlin, S. (Eds.) (1985). *When children play.* Wheaton, MD: Association for Childhood Education International.

Gartrell, D. (1987, January). Viewpoint. Assertive discipline: Unhealthy for children and other living things. *Young Children, 42*(2), 10-11.

Gravell, J. (1989) *Family day care health & safety* [Videotape-20 min.]. Distributed by Toys and Things Press, 906 N. Dale Street, Box 03, St. Paul, MN 55103. (612) 488-7284.

Guidelines for selecting bias-free textbooks and storybooks. New York: Council on Interracial Books for Children, 1980.

Haswell, K., Hock, E., & Wenar, C. (1982, March). Techniques for dealing with oppositional behavior in preschool children. *Young Children, 37*(3), 12-18.

Kostelnik, M.J., Whiren, A.P., & Stein, L.C. (1986, May). Living with He-Man: Managing superhero fantasy play. *Young Children, 41*(4), 3-9.

Lazar, I., & Darlington, R. (1982). Lasting effects of early education: A report from the Consortium for Longitudinal Studies. *Monographs of the Society for Research in Child Development, 47* (2-3, Serial No. 195).

Literacy development and pre-first grade: A joint statement of concerns about present practices in pre-first grade reading instruction and recommendations for improvement (1986 May). *Young Children 41*(4), 10-13.

Martoz, L.R., Rush, J.M., & Cross, M.Z. (1989). *Health, safety, and nutrition for the young child* (2nd ed). Albany, NY: Delmar.

McCracken, J.B. (1988). *Keeping healthy: Parents, teachers, and children.* Washington, DC: National Association for the Education of Young Children.

Monighan-Nourot, P., Scales, B., Van Hoorn, J., & Almy, M. (1987). *Looking at children's play: A bridge between theory and practice.* New York: Teachers College Press.

Phillips, C.B. (1988, January). Nurturing diversity for today's children and tomorrow's leaders. *Young Children, 43*(2), 42-47.

Phyfe-Perkins, E. (1980). Children's behavior in preschool settings: A review of research concerning the effects of the physical environment. In. L.L. Katz (Ed.), *Topics in early childhood education* (Vol. 3). Norwood, NJ: Ablex.

Prescott, E. & Jones. E. (1985). *Environments for young children* [Videotape-18 min.]. Washington, DC: National Association for the Education of Young Children.

Ramsey, P.G. (1979, September). Beyond "Ten Little Indians" and turkeys: Alternative approaches to Thanksgiving. *Young Children 34*(6)., 28-32, 49-52.

Ramsey, P.G. (1982, January). Multicultural education in early childhood. *Young Children 37*(2), 13-24.

Rogers, C.S., & Sawyers, J.K. (1988). *Play in the lives of children.* Washington, DC: National Association for the Education of Young Children.

Smith, C.A., & Davis, D.E. (1976, September). Teaching children non-sense. *Young Children 31*(6), 438-447.

Sotamaa, Y. (1980). Criteria for children's playthings and play environments. In P.F. Wilkinson (Ed.), *In celebration of play.* Newark: St. Martin's.

Souweine, J., Crimmins, S., & Mazel, C. (1981). *Mainstreaming: Ideas for teaching young children.* Washington, DC: National Association for the Education of Young Children.

Tizard, B., & Hughes, M. (1984). *Young children learning.* Cambridge, MA: Harvard.

Wolf, D.P. (Ed.) (1985). *Going outdoors.* Redmond, WA: Exchange Press.

Resource groups

American Academy of Pediatrics
141 Northwest Point Blue
P. O. Box 927
Elk Grove Village, IL 60007
Publishes catalogue of materials, posters, and videos on health and safety.

National Information Center for Children and Youths with Handicaps
P. O. Box 1492
Washington, DC 20013
Publishes resources and lists of organizations.

Unit 4

Positive ways to support children's social and emotional development

What kind of people do we want children to be? How do we help children develop an understanding of themselves and others? And how do we guide children so they will be self-controlled, responsible citizens? These questions are the heart, not only of this unit, but of every minute we spend with children and their families.

In this unit, CDA Candidates will be expected to examine their own views and confront their own biases–about race, culture, gender, handicaps, and other tough topics–and to resolve those biases in ways that will allow them to be effective professionals. They will work to apply these insights as they acquire the knowledge and skills to support social and emotional development and provide positive guidance of young children. Your task is to guide Candidates through this process of greater self-understanding so they can reach out to others and support their development as well.

As you begin to work with Candidates on this unit, you need to feel fully prepared to deal with the sensitive issues that will arise. Many are controversial and even expert opinion is divided on some. Keep abreast of the current literature and commentary and be willing to examine and change your own ideas as you work through the topics with the Candidate.

Biased attitudes and beliefs are manifested all throughout our society and preparing teachers to be equipped to make changes in early childhood education is important to the profession. The Council on Interracial Books for Children (CIBC) offers a wide array of information, not just about children's books but on all manifestations of racism, sexism, ageism, handicapism, and other untenable excuses for treating people inhumanely. Request a copy of CIBC's catalog and begin to use their many resources for your own as well as the Candidate's self-examination. For example, you might want to read *Stereotypes, Distortions and Omissions in U.S. History Textbooks* to become better informed about some of the influences that have misled us.

Then become familiar with ideas that teachers can use to directly counteract and overcome bias within the curriculum. Remember, curriculum is everything that happens during the day. Derman-Sparks and her colleagues at Pacific Oaks College have written a manual advocating the use of an anti-bias curriculum. Be ready to urge CDA Candidates to use this active approach in their programs, regardless of how homogenous the families and staff may be. Prejudice and professionalism are simply not compatible.

You will also need to have a firm handle on the many different positive guidance techniques that adults can use to help children learn self-control and to take responsibility for their own actions. Many types of discipline–ridicule, sarcasm, spanking, humiliation–are embedded within our society and Candidates may need to unlearn some of these strategies. The text *Essentials* repeatedly focuses on positive approaches to use discipline with children and many additional resources for reading are recommended. If need be, refresh your knowledge of these, particularly that of Hymes, which is filled with specific implications for practice. Also be sure you know the arguments against using reward and punishment guidance techniques. Cannella's review of the research is especially enlightening.

Read through this unit thoroughly. It may not be easy for some Candidates to get through because it goes beyond absorbing information and applying it. They must confront their own feelings and come to grips with the reality that they are preparing children to live in a diverse, multicultural world. In the process, they will develop the skills they need to support children's development within their own cultural context, and help children develop an appreciation of diversity.

Your support and sensitivity are crucial during this portion of the CDA Professional Preparation Program.

> *How do I know if they're learning? My interest is in initiative, intrinsic motivation, individual differences; if these students become teachers I want them to take these things seriously in children. So each of them needs to experience being taken seriously by me, their teacher.*
>
> ***–Elizabeth Jones***

Goals

Unit 4 covers the CDA functional areas of Self, Social, and Guidance and is designed to help Candidates acquire skills to support social and emotional development:

1. They will provide physical and emotional security for each child.

Candidates will understand the importance of a physically and emotionally secure environment for children's developing sense of competence, self-esteem, and self-regulation. They will provide affectionate and appropriate physical contact, address each child by name, warmly greet and say goodbye to children and parents, and provide individual one-to-one attention to children all throughout the day.

2. They will help each child to know, accept, and take pride in herself or himself.

Candidates will foster children's developing awareness of themselves as a family and ethnic/social group member. They will develop insights into the ways that culture and group identity influence their own attitudes and values, and they will develop strategies for fostering children's development within their own cultural group.

Candidates will learn how to stress the value of diversity with children by identifying appropriate materials and experiences based on differences among race, skin color, language, differing abilities and gender. They will also develop skills to manage children's inappropriate interactions based on stereotypes and biased attitudes.

3. They will develop children's sense of independence.

Candidates will help children develop self-help skills like eating, dressing, using toys and equipment, and cleaning up. They will understand the importance of offering real choices and respecting children's preferences.

4. They will help children feel accepted in the group and encourage communication so children can get along with others.

Candidates will understand children's stages of social development, have realistic expectations for children, and apply their knowledge with parents and children as they deal with typical developmental issues. They will use positive ways to help children get along with other people.

Candidates will develop skills to deal with typical age-appropriate issues, such as separation anxiety, oppositional behavior, shyness, egocentricity, sexual identity and making friends.

5. They will encourage feelings of empathy and mutual respect among children and adults.

Candidates will learn to foster within the program a sense of closeness among children, staff, and parents. They will be able to help children learn ways of treating each other that foster friendships and cooperation.

6. They will establish a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

Candidates will take steps to prevent discipline problems by arranging the environment to avoid them. They will be able to assess a situation and determine the most appropriate action to make changes in the

environment, schedule, teaching strategies, and/or curriculum. Candidates will be able to offer individual discipline choices and select from a variety of positive guidance methods to help children resolve their own problems, such as listening, redirection and reinforcement.

Candidates will have realistic expectations about children's needs and adjust their schedules, curriculums, and interactions accordingly. Candidates will develop the ability to analyze different types of disciplinary methods, select those that are positive, and eliminate negative methods.

Goals and Objectives for Unit 4

Goal:
The Candidate acquires the knowledge and skills to support social and emotional development and provide positive guidance.

Objectives:

1.Candidates will provide physical and emotional security for each child.

2.Candidates will help each child to know, accept, and take pride in herself or himself.

3.Candidates will help each child develop a sense of independence.

4.Candidates will help children feel accepted in the group and encourage communication so children can get along with others.

5.Candidates will encourage feelings of empathy and mutual respect among children and adults.

6.Candidates will establish a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

Your role as Field Advisor

You will need to reinforce the theme of this unit—**positive guidance**—in a number of ways. You will point out the long-term negative consequences of inappropriate techniques. You will stress the importance of family and cultural values and beliefs in children's development of self-esteem and self-control. And most of all you will help Candidates broaden their repertoire of behaviors and put into practice what they are learning.

There are so many possibilities for supporting the Candidate's professional development on this topic. These are just a few ideas you could use if time permits. You may have others that you wish to use to help the Candidate come to grips with one or more attitudes or behaviors that could interfere with their potential to enhance children's social and emotional development.

- Help the Candidate build a diverse network of colleagues. Perhaps work to create a team system of family child care providers or encourage attendance at meetings where the Candidate can get to know professionals from various racial and cultural groups.

- If the Candidate seems especially concerned about enrolling children with disabilities, arrange a visit to a mainstreamed program. Talk about what was observed and the Candidate's reactions.

- LISTEN. You will often be able to pick up subtle biases or deep-seated concerns embedded in the Candidate's discussions with you. Pick up on these and find ways to help the Candidate become more professional.

Your own skills may be challenged as you and the Candidate work through the depths of the material in this unit. Your efforts will be rewarded, however, as the Candidate becomes a much stronger person and develops the skills and attitudes essential for effective teaching.

Conduct Candidate conferences

During the 3-4 weeks the Candidate spends studying Unit 4, 7 major discussion topics will be covered:

- What kind of people we want children to be
- Discipline: you can avoid problems
- Acting in positive ways to create secure feelings

- Supporting families and cultures
- Acting in specific ways to foster friendships and solve problems with a positive approach
- Dealing with expected difficulties
- Helping families cope with life's stressful events

The two of you may need to schedule 2 conferences a week during this period, or plan for several longer conferences, to give yourselves enough time to cover all the material for this unit.

Before you begin discussing this material with the Candidate, you may first want to view the video on appropriate ways to guide children. As you watch it together, you use the ideas in the Viewer's Guide to spark thinking about this important aspect of professional work with young children.

Discussion topic 11: What kind of people we want children to be? (pages 189 - 195)

This discussion should provide a picture of what Candidates think are important goals for children's personalities and give you some sense of how thoroughly they understand social and emotional development. Use what you learn to tailor specific questions throughout this unit and the next.

- Check the typical socioemotional behaviors listed by the Candidate to make sure they are appropriate for the ages specified.

- Review the socioemotional goals the Candidate has added for children. Are they appropriate? How does the Candidate feel about the parents' expectations? Are they appropriate?

- Spend a few minutes discussing how the Candidate makes learning a delightful experience for children (and herself or himself).

Discussion topic 12: You avoid problems. (pages 196 to 200)

In this section, help Candidates see how behavior is affected by the setting–both the physical environment and the behaviors of other children. Make sure the Candidate understands that the environment and schedule can be arranged to avoid many problems, and that the specifics vary depending upon the age of the children.

- Discuss the Candidate's ideas about the causes of conflict and disruption in the examples on page 196.

- Discuss whether there are any toys or materials causing problems in the environment. Ask the Candidate to explain which toys should be removed and why. Are there others that are also inappropriate? Which ones are the best matches for children? Help the Candidate think of toys to add that can be gathered from found materials, such as discarded paper rolls or milk cartons.

- Talk about celebrations such as graduation. Think of alternatives to formal ceremonies or performances by the children.

- What changes are needed in space that will direct children toward more appropriate behaviors?

Discussion topic 13: Discipline: create secure feelings. (pages 201 to 209)

Candidates should begin to understand the relationship between children's inner strength and children's ability to be self disciplined. Help them practice specific teaching strategies to create a sense of security for each child.

- Does the Candidate warmly greet parents and children, helping them say good-bye?

- Watch the video, *First Moves: Welcoming a Child to a New Caregiving Setting* (Lally,1988), from the Child Development Division of the California State Department of Education. Its focus is on infants, and it provides an excellent visual teaching tool.

- Are there any concerns about snuggling and hugging or eye contact? Any cultural constraints?

- What strategies does the Candidate suggest to support a child who is figuring out a solution to a problem? Did the Candidate help the child be more in control of his or her own behavior? What others strategies might also work?

- Does the Candidate understand when to offer choices and when not to? Ask the Candidate to give some concrete examples from her or his work in the classroom or family day care home.

- Did the Candidate keep a diary for a week (page 209)? How effective were the strategies used to help one child feel more successful? What worked well? What could be done in the future? Are there other children in need of the same additional support?

Discussion topic 14: Support families and culture. (pages 209 - 224)

This discussion topic encompasses a great deal of sensitive material, much of which will be further explored during Seminar. If possible, we suggest you view the video about the anti-bias curriculum cited in *Essentials* and talk about the ideas presented.

Help the Candidate understand the difference between the 3 separate sets of strategies in this section:

1. **fostering development within a culture**, i.e. teaching in a manner that is culturally comfortable and consistent for the child;

2. **bringing diversity into the environment**, i.e. exposing children to wide variety of different values, beliefs, and practices;

3. **counteracting bias and stereotypes**, i.e. eliminating stereotypes and bias from the physical environment and from the interactions within the environment.

- Discuss culture with the Candidate. Review the examples the Candidate has thought of while filling in her or his own cultural childrearing practices, values, and beliefs on pages 210 and 211. Help her or him think in depth about how culture influences childrearing practices.

- Does the Candidate work with children for whom English is a second language? What approaches does the Candidate use? Does the program philosophy support any specific strategy? Work together with the Candidate to find meaningful ways to incorporate languages other than English into the program. If resources are inadequate, help the Candidate find new ones.

- How appropriate are the Candidate's ideas for broadening multicultural experiences in the program? Do they encompass a variety of activities and learning styles?

- How does the Candidate feel about the variations of family makeup in her or his program? About any disabilities children, parents, or staff have? What diverse groups have been or may be encountered? How will they be accepted? How can the Candidate become more understanding?

- Discuss the Candidate's responses to incidents of prejudice by children on page 223. Make sure that they have thought through these issues in preparation for their involvement in the Seminar.

- Recommend for family child care providers, the Children's Foundation resource, *Helping Children Love Themselves and Others: A Resource Guide to Equity Materials* (1990).

Discussion topic 15: Fostering friendly and cooperative attitudes and solving problems with a positive approach. (pages 225 - 235)

Children are naturally friendly. Yet Candidates should learn ways to structure the environment to promote friendliness and cooperation. Emphasize these strategies in your discussion and especially highlight positive ways for helping children who are out of control.

- What ways does the Candidate use to encourage cooperation and friendly behavior? How are unpopular children helped? Are these ideas developmentally appropriate?

- How do positive rules contribute to children's feelings of security and help foster friendships? Do rules matter for infants?

- What happened when the Candidate **really** listened to a child? How does the Candidate feel about listening like that? What could be improved?

- Share ideas about strategies to redirect children.

- Check that the ideas to help children express their strong feelings are age appropriate.

- Formulate plans together to help children who need extra attention with self-esteem, competence, curiosity, self-control, friendly behaviors, feeling special, security, independence, trust, and inner strength.

Discussion topic 16: Dealing with the difficulties of growing up. (pages 235 - 250)

In this section, you will want to help Candidates identify resources to enable them to handle separation, oppositional behavior, egocentricity, shyness, aggression, sexual identity, and fears.

- Determine whether the Candidate deals with infant separation anxiety in an appropriate way. What other techniques might be used? If the Candidate teaches 2-year-olds, discuss ideas to keep in tune with their development and help parents and staff to look on the positive side of children's growing independence.

- Discuss concerns about the "terrible twos" and oppositional behavior. Refer the Candidate back to the toilet learning discussion in Unit 3.

- Discuss the advantages and disadvantages of superhero play. Help the Candidate develop a clear idea about what perspective she or he can contribute to the seminar discussion.

- Evaluate the Candidate's selection of 5 books that support children's gender identity and ask the Candidate why he or she selected each (page 247). Discuss any uncomfortable feelings about sex-role identity, or any cultural concerns to which attention should be paid. If necessary, help shape good questions to raise in the CDA Seminar.

- Talk about children's fears that seem puzzling to the Candidate. What more does the Candidate need to know about child development to make these fears less puzzling?

- Make sure the Candidate recognizes the library in the community as an important resource. Has he or she been to meet the children's librarian and discussed available materials?

Discussion topic 17: Helping families cope with life's stressful events. (pages 250 - 269)

Your recommendations about how or where to find resources to address specific topics such as death, divorce, abuse, and other stressful events can help Candidates expand their abilities to help children and families deal with major events and even crises in their lives.

- Share ideas about how to help children look forward to becoming new brothers or sisters. How can parents be involved as well?

- Review the Candidate's selection of children's books: do they deal with family diversity/separation/ divorce/remarriage in positive ways?

- Discuss ideas about how to create a classroom climate where children with handicapping conditions can thrive along with the other children. Candidates need to be prepared for more extensive discussion in the CDA Seminar.

- **Talk through and resolve any questions or conflicts about appropriate ways to help children cope with death.**

- **Review the Candidate's selection of books and materials about child abuse. What makes them appropriate? What questions might be asked in the Seminar?**

- **Talk with the Candidate about her or his own parents' expectations about the Candidate's development as a child. How did that affect what she or he is today? What actions and attitudes were supportive and which ones seemed to cause more damage than good? Without prying, you can often help Candidates recognize how their own experiences shape what they want and expect for the young children with whom they work.**

Verify fieldwork assignments

There are 2 assignments that you must verify as having been completed.

Assignment 9: Observe children at play and identify items that foster each type of play. (pages 240-241)

- Discuss what the Candidate observed as evidence of solitary, parallel and cooperative play.

- Discuss these two other terms that *Essentials* uses to describe play and how they refer to different dimensions:

  Structured *play in which children choose what to do but are expected to behave in specific ways. Games with step-by-step rules and using materials to practice skills (zipping zippers or working with pegboards) are more structured kinds of play.*

  Self-directed *or "free play," in which the children determine the direction of the play–whether to paint or draw, what happens next during pretend, or where to steer the tricycle.*

Assignment 10: Develop plans to build children's social/emotional skills. (pages 234-235)

- What behaviors or situations led to the concerns about the children identified?

- Are the support strategies appropriate for the development of the children? What other strategies might be valuable? What resources are available to assist children and families?

Review videotape

Candidates will be viewing one video with this unit. Using the Viewer's Guide, you may want to raise one or two questions about the content to help Candidates apply what they are learning.

Build the Professional Resource File

Assist the Candidate to collect 5 items for the Professional Resource File:

- Titles (author and publisher) of 5 appropriate books that support the development of gender identity, by portraying males and females in diverse roles. (page 247)
- Titles (author and publisher) of 2 picture books about the reproductive process. (page 252)
- Titles (author and publisher) of 3 appropriate books about separation, divorce, remarriage, or blended families. (page 254)
- Name of local hospital(s) and summary of policies about allowing field trips, new patient orientation, and rooming in arrangements. (page 261)
- Agency name and telephone number for making referrals to family counseling. (page 267)

Also assist the Candidate to write the Statement of Competence for this Competency Goal (focusing on the functional areas of Self, Social, and Guidance), giving specific examples of what she or he does to support childrens' social and emotional development. This statement will be in draft form, just as the first statement was, and will be polished up later after the Seminar experience. Encourage the Candidate to put his or her thoughts on paper, and not to copy statements from *Essentials*. Emphasize the importance and value of using his or her own ideas and words.

After all the exercises have been completed for Unit 4, the Candidate can check off another step toward completing the self-study!

Resources for further information (in addition to those listed in *Essentials*)

Aboud, F., & Skerry, S. (1986, March). The development of ethnic attitudes. *Journal of Cross-Cultural Psychology*, 15.

Cannella, G.S. (1986, March/April). Research: Praise and concrete rewards: Concerns for childhood education. *Childhood Education*, 62(4), 297-301.

Carlsson-Paige, N., & Levin, D.E. (1987). *The war play dilemma: Balancing needs and values in the early childhood classroom.* New York: Teachers College Press.

Clemens, S.G. (1988, January). A Dr. Martin Luther King, Jr., curriculum: Playing the dream. *Young Children*, 43(2), 6-11, 59-63.

Derman-Sparks, L., Gutierrez, M., & Phillips, C.B. (1989). *Teaching young children to resist bias: What parents can do.* Washington, DC: National Association for the Education of Young Children.

Edwards, C.P. (1986). *Promoting social and moral development in young children: Creative approaches for the classroom.* New York: Teachers College Press.

Gartrell, D. (1987, January). Viewpoint. Assertive discipline: Unhealthy for children and other living things. *Young Children*, 42(2), 10-11.

Gilstrap, R. (1981). *Toward self-discipline.* Wheaton, MD: Association for Childhood Education International.

Goodman, M.E. (1964). *Race awareness in young children.* New York: Collier.

Gottfried, A.E. (1983, November). Research in review. Intrinsic motivation in young children. *Young Children*, 39(1), 64-73.

Guidelines for selecting bias-free textbooks and storybooks. New York: Council on Interracial Books for Children, 1980.

Haswell, K., Hock, E., & Wenar, C. (1982, March). Techniques for dealing with oppositional behavior in preschool children. *Young Children*, 37(3), 12-18.

Hymes, J. (1985). *Discipline* [Videotape-17 min.]. Washington, DC: National Association for the Education of Young Children.

Katz, J.H. (1978). *White awareness: Handbook for anti-racism training.* Norman: University of Oklahoma Press.

Kendall, F.E. (1983). *Diversity in the classroom: A multicultural approach to the education of young children.* New York: Teachers College Press.

Lally, R. (1988) *First moves* [Videotape-27 min.]. California State Department of Education, 560 J Street, Suite 220, Sacramento, CA 95814. (800) 445-7216.

Likona, T. (1983). *Raising good children: Helping your child through the stages of moral development.* New York: Bantam.

Phillips, C. (1985). *Culture and education of young children* [Videotape-16 min.]. Washington, DC: National Association for the Education of Young Children.

Phillips, C. B. (1988, January). Nurturing diversity for today's children and tomorrow's leaders. *Young Children*, 43(2), 42-47.

Ramsey, P.G. (1979, September). Beyond "Ten Little Indians" and turkeys: Alternative approaches to Thanksgiving. *Young Children* 34(6), 28-32, 49-52.

Ramsey, P.G. (1982, January). Multicultural education in early childhood. *Young Children* 37(2), 13-24.

Ramsey, P.G. (1986). *Teaching and learning in a diverse world: Multicultural education for young children.* New York: Teachers College Press.

Riley, S.S. (1984). *How to generate values in young children: Integrity, honesty, individuality, self-confidence, and wisdom.* Washington, DC: National Association for the Education of Young Children.

Sapon-Shevin, M. (1983, January). Teaching children about differences: Resources for teaching. *Young Children*, 38(2), 24-32.

Saracho, O.N., & Spodek, B. (Eds.) (1983). *Understanding the multicultural experience in early childhood education.* Washington, DC: National Association for the Education of Young Children.

Shigaki, I.S. (1983, May). Child care practices in Japan and the United States: How do they reflect cultural values in young children? *Young Children*, 38(4), 13-32.

Spivack, G., & Shure, M.B. (1974). *Social adjustment of young children: A cognitive approach to solving real-life problems.* San Francisco: Jossey-Bass.

Stereotypes, distortions, and ommissions in U.S. history textbooks. The CIBC Racism and Sexism Center for Educators, 1841 Broadway, New York, NY 10023. (212) 757-5339.

Resource groups

Council on Interracial Books for Children
1841 Broadway, #500
New York, NY 10023
(212) 757-5339

Educational Equity Concepts
114 E. 32nd Street
New York, NY 10016
(212) 725-1803

Global Village Books and Toys
Specializing in antibias products
2210 Wilshire Blvd., Box 262
Santa Monica, CA 90403
(213) 459-5188

National Black Child Development Institute
1023 15th Street, N.W., Suite 600
Washington, DC 20005
(202) 387-1281

National Women's History Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

Unit 5

Steps to advance children's physical and intellectual competence

When Candidates first begin to work on their CDA Credential, they may be in a hurry to get to this unit. They may see intellectual development as the most important aspect of their work with children; after all, isn't our goal for children to learn?

They may also be puzzled about this unit: Why are physical and intellectual development lumped together?

By the time Candidates reach this unit, however, they will have gained many insights about how important planning the spacial environment is for children's play. They will have seen how crucial it is for them to support children's social and emotional development. And they will have a firm foundation about how much overlap there is in all areas of development.

There are so many important ideas about teaching young children in this unit of the CDA Professional Preparation Program. With some CDAs, misconceptions may still need to be countered, habits may need to be altered, and so-called traditional ideas may need to be set aside in favor of more developmentally appropriate practices.

You will want to continue to build support for what these Candidates are learning by making sure, whenever possible, their supervisors and/or parents of children in their programs are involved in the process of change and improvement.

Most Candidates will already have a growing sense of what is best for children, and they will relish this opportunity to build upon their repertoire of skills and knowledge about how to foster development. But because there is such a wide range in Candidates' backgrounds, you must constantly be alert to clues about their teaching strengths and weaknesses. Individualize your work with each one accordingly.

You are also aware of the wide variety of curriculum approaches for teaching young children. Some are available in kits, some have been thoroughly outlined in writing, and still others are quite eclectic. Some are based primarily on theory, a few mostly on research, and some have simply emerged from the practical experiences of master teachers. Candidates may only be aware of one–whatever their program has chosen. Help Candidates understand that just as children's learning styles vary, so our approaches to teaching should be diverse as well.

In this unit, we draw from what seems to be the best of many approaches, and have cited the very best references available to help Candidates build their teaching strategies upon what we know about how children think and learn. To refresh your own thinking about the wide array of approaches, review the works of people (including those listed in the resources at the end of this unit and in *Essentials*) who have made substantial contributions to the development of professional practice in early childhood education.

Ideas for curriculum consider how schedules are arranged and how environments are prepared to support children's thinking and learning. We have blended a diverse array of appropriate ideas into an approach to teaching that perhaps can best be described as **curriculum is what happens.**

Children learn from every situation, planned or not, positive or negative, teacher-directed or child-oriented. Throughout the CDA Professional Preparation Program, the focus is on **how** children learn, because that information forms the basis for deciding how to teach.

Take every advantage to help candidates see how much children learn through **play**. Have them describe the activities children do and then help them see that each one is a learning situation. Talk about where each area of development **overlaps** in these activities.

Each Candidate ultimately determines what children do all day in her or his program. Decisions must be made not only about scheduled activities, but about how to capitalize upon the teachable moments during free play, snacks or meals, outdoors, at naptime, or upon arrival and departure. Some of these must be quick decisions. Others can be made in advance and then adapted as the Candidates observe what happens with the children.

During their studies in this unit, Candidates are expected to become more creative and flexible as they make daily plans and adapt those plans. They will continue to work at being better observers of children. They will improve their ability to ask open-ended questions. And they will become more capable of applying what they are learning throughout their CDA Professional Preparation Program. Here are some ideas about how you can facilitate this exciting growth process toward professionalism.

Catch those teachable moments and make the most of them!

Goals

By the end of Unit 5, which focuses on the CDA functional areas of Physical, Cognitive, Communication, and Creative, Candidates will be knowledgeable and skilled in ways to advance children's physical and intellectual competence.

1. They will provide a variety of equipment, activities, and opportunities to promote the physical development of children through play.

They will know the basic milestones of gross motor and fine motor development for children from birth through age 5. They will recognize appropriate and inappropriate large-muscle and small-muscle activities for different age groups.

Candidates will understand that fine small-motor tasks, like those requiring preschoolers to "color" predrawn forms or reproduce letters within prescribed lines, are inappropriate and will not impose them on children. They will be prepared to plan opportunities for children to develop their senses: notice colors, smell odors, distinguish sounds, feel and touch a variety of objects, and taste different foods.

2. They will provide activities and opportunities to encourage curiosity, exploration, and problem solving, appropriate to the developmental levels and learning styles of children.

Candidates will understand "play" as the most important medium for the development of children's physical and intellectual competence. They will learn to plan play activities that take into account children's levels of development and their diversity of learning styles.

Candidates will understand the basic ideas about cognitive development: that children think differently from adults, that children are active learners, and that children often are egocentric.

Candidates will be convinced that children learn through active play and exploration. They will understand how the adult facilitates, expands, and challenges children's active learning (rather than believe the adult should talk to children as passive listeners).

Candidates will use the environment and everyday, real, hands-on play activities to encourage children's cognitive development, both indoors and outdoors. Through these activities, the concept of how to make the most of the teachable moment will become clear.

Candidates will see how children learn when they talk about their own experiences and observations. They will encourage children to ask questions and find ways to respond appropriately to those questions. They will learn to ask open-ended questions that help children wonder, predict, and explain their ideas.

Candidates will be able to recognize appropriate and inappropriate practices to facilitate cognitive development. For example, they will see why structured, teacher-directed worksheets, workbooks, and flashcards are not appropriate. Instead, they will continue to build a repertoire of appropriate play activities and materials.

3. Candidates will actively communicate with children and provide opportunities and support for children to understand, acquire, and use spoken and written language to communicate their thoughts and feelings.

Candidates will understand that communicative competence is the basis for all intellectual development. Therefore, they will develop realistic expectations for each child's understanding and use of speech based on knowledge of language development and individual children at different ages.

Candidates will use everyday conversation to enrich and expand children's vocabularies. They will talk often **with** individual children and listen attentively **to** children. By doing so, they will see how they help children learn, understand, and use words to express thoughts, questions, feelings, ideas and needs.

Candidates will be able to set up a language-rich environment. They will record stories that children dictate, write information on children's drawings when requested, label objects, and in many everyday, useful ways show the relationship between spoken and printed words. They will incorporate the home language of children into the everyday environment and will develop skills working with children learning English as a second language.

Candidates will develop a repertoire of appropriate songs, stories, finger plays and games, including those from various cultures, to promote children's overall communicative competence. And they will extend their skills for reading books to children and be able to use a flannel board, puppets, and other techniques that interest and involve children.

4. They will plan activities to stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways so they can express their own creative abilities.

Candidates will understand why the **process** of creating is more important than the product. They will see why it is not appropriate to expect uniformity in children's creations by providing models for children to reproduce or by "helping" children by doing most of the project for them.

Candidates will know appropriate and inappropriate activities for creative expression for different age groups and be able to provide unstructured, creative materials for various age groups. They will appreciate the value of and offer messy play activities for children such as water, sand, and finger painting.

Candidates will support children's aesthetic development through activities involving music, art, literature, dance, role playing, celebrations, and activities drawn from children's cultures.

Goals and Objectives for Unit 5

Goal:
The Candidate is knowledgeable and skilled in ways of advancing physical and intellectual competence of children.

Objectives:

1. Candidates will provide a variety of equipment, activities, and opportunities to promote the physical development of children.

2. Candidates will provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

3. Candidates will actively communicate with children and provide opportunities and support for children to understand, acquire, and use spoken and written language to communicate thoughts and feelings.

4. Candidates will provide opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways to express their creative abilities.

Your role as Field Advisor

Candidates are engaged in lots of hands-on, practical activities in this unit and by now should be using their analytical skills to think through why some activities are better than others. *You will need to keep Candidates squarely focused on appropriate practices.* Talk about what they are doing with children, and why they are doing it. *Challenge them to abandon inappropriate practices*... Candidates can make great strides toward professionalism under your guidance with this unit.

Seminar Instructors will have the opportunity to take Candidates a step further as they discuss some thorny topics and examine the issues in even greater depth.

Conduct Candidate conferences

There are 5 primary topics to be covered during the 3 intensive weeks spent on Unit 5. During the first 2 weeks, you can explore various teaching methods. Finally, in the third week, Candidates focus on their selections for appropriate curriculum themes and weekly planning.

The Candidate conferences will deal with these main ideas:

- Goals for children's learning and how to accomplish them through teaching.
- Planning activities to enable children to develop strong, well-coordinated bodies, and keen senses.
- Helping children use words, music, and art to communicate with others.
- Promoting exploration and discovery as ways to solve problems and lead well-balanced, productive lives.
- Planning appropriate curriculum themes in ways that integrate all the principles of good early childhood practice.

As you begin your work in this unit, we suggest that together you **view the videotape** on appropriate practices, and use the Viewer's Guide as a basis for discussion. Make sure the Candidate has a firm grasp on the hallmarks of appropriate practice and the role of the teacher as a facilitator of children's learning.

Discussion topic 18: Goals for children's learning: how children learn, and how you teach. (pages 273 - 280)

This is yet another opportunity for you to help Candidates see the long-range effects of their work with young children, and to see how important their work is in helping to create lifelong learners who are capable of thinking for themselves. Tailor all of your discussions to reinforce the Candidates' strengths and build upon weaknesses as they are revealed during discussion and through the assignments.

- Review the Candidate's program goals. What are some things the Candidate does to teach them?

- Discuss the Candidate's reaction to the comparison between the "School for Tots" and the "Children's Learning Center." Note which areas in the "School for Tots" the Candidate checked as most like herself or himself. Concentrate on those areas in your interactions. What does the Candidate plan to do to build strengths in these areas as a prerequisite for the demonstration of competence in working with young children?

Discussion topic 19: Ways to enable children to develop strong, well-coordinated bodies and keen senses. (pages 280 - 296)

Candidates can implement the ideas in this section immediately. They will once again see how much overlap there is in the 4 areas of development.

By now you should have a fairly good idea of the Candidate's ability to apply the principles of child development in designing daily activities. Analyze where the Candidate needs additional assistance and try to make time to include some of these ideas in your discussions:

- Discuss expanding outdoor activities in the program. Did the Candidate list activities always done inside? What happened when children did them outdoors? What other activities might be moved outdoors on occasion?
- Visit another program together, preferably a different type of program from the one in which the Candidate works. Observe children playing in the outdoor play area. What differences are seen in children's behavior in relationship to the type of equipment and activities available?
- Discuss the ideas for children's hearing, taste, and smell. Check that the Candidate's responses are appropriate for the intended age group.
- Talk about the Candidate's and children's experiences on the field trip within the neighborhood. What worked well? What needs to be handled differently next time? What did children learn?
- Discuss ideas for adding textures to the teaching environment.

Discussion topic 20: Helping children understand and use spoken and written language to communicate with others. (pages 297 - 313)

In the course of your discussion on this topic, be sure to help Candidates understand that the ways teachers and other adults communicate with young children have a major impact on the children's development of physical and intellectual competence.

- How does the Candidate provide for children learning English as a second language? And for the inclusion of the home language? Review the strategies on page 301.
- Is Candidate beginning to understand good language development strategies for both monolingual and bilingual children?

(Help Candidates for the bilingual specialization identify and use many additional resources on this topic.)

For example, Candidates could use a chart to tally a child's language preference and usage, marking at what time of day or during what kind of interactions which language was used. The following example can be modified to discuss how this kind of information would be helpful in planning program activities

Interactions	Nikki		Roberto		Chaka	
	Spanish	English	Spanish	English	Spanish	English
with adults						
with children						
mealtime						
self-directed play						
with parent						
small group						
large group						

- Look through the Candidate's collection of finger plays and word games. Are they appropriate and devoid of biases and stereotypes?
- Listen to the Candidate's description of one teachable moment. What did the Candidate do? What are some other appropriate ways to respond?
- Discuss topics of books the Candidate plans to check out from the library. How do these fit into children's interests and the Candidate's goals for children's learning? Are they appropriate for the children's ages?
- How does the Candidate plan to spark children's interest in books every day? What else might be done?
- Does the Candidate have a writing area? Any ideas to enrich the environment with print?

- What are some of the reasons children would want to learn to talk? To write? To read? How can you incorporate these into your daily program?

- Contrast the ideas of "reading readiness" with the approach to early reading experiences described in *Essentials*. How do these techniques differ from traditional formal reading instruction? Why is the approach described here more appropriate? Did the Candidate discuss his or her experience with other staff? What was the discussion like?

Discussion topic 21: Children enjoy music and creative art activities. (Pages 313 - 322)

In discussing this topic, help Candidates understand that creative activities should always allow children to express themselves in unique ways and that creativity is never fostered when children have to copy an adult's actions or products!

- What new song did the Candidate learn and then teach (or at least sing) to the children? How did the experience go?

- Talk about what happened when the Candidate introduced new musical experiences for listening and moving. What were the children's reactions?

- Review the new creative materials and techniques the Candidate wants to introduce. Are they appropriate for the 3 age groups: toddlers, 3-year-olds, and 4-year-olds?

Discussion topic 22: Enable children to make sense out of the world, figure out problems, and think critically, and lead well-balanced, productive lives. (pages 322 - 333)

This is an especially challenging topic, and one that is often taken for granted in the educational process. Help Candidates see how they will help children develop learning and problem-solving styles that they will rely on all their lives.

- Discuss the concepts of discovery and exploration in the classroom areas of block play, cooking, and sand and water.

- Can the Candidate implement a Discovery Area? What items would be age appropriate to include as permanent?

- Talk about how the Candidate made the most of a teachable moment. Is the Candidate building confidence in using this skill? Ask the Candidate to give some examples of open-ended and close-ended questions.

- Does the Candidate have any strong feelings about environmental issues?

- What happened when the Candidate made changes to help children appreciate the beauty around them? Why? What else could be done?

If Candidates want to know more about the theories of Jean Piaget

If you are well-versed in his methods and ideas. . .

- Have the Candidate review her or his notes from the interview with a child. Do they reveal any information? Perhaps the Candidate would like to talk with children again about a specific topic. The answers to open-ended questions such as "Why. . .?" or "How. . .?" or "What if. . .?" might prove enlightening.

- Some Candidates might want to try common Piagetian tasks like these with one or two children. Ask the children these questions:

  Which is more, the same number of pennies spread out or bunched together?

  Which has more water, a tall, thin glass or a short, wide glass?

  Which is more, a ball of clay or a snake of the same clay?

  Have the children move the pennies, pour the water, and shape the clay. Do they change their minds? What does this tell us about children's thinking? How does that knowledge affect our teaching?

- Ask a Candidate to talk with a child about family relationships. Who is your father's father? Is your mother a sister? Whose brother (or sister) are you? What do the child's responses tell us about how children think? How do we need to change our teaching as a result?

Discussion topic 23: Appropriate curriculum themes that integrate all the principles of good early childhood practice. (pages 333 - 340)

Candidates will be building their files with themes, activities, and other teaching ideas continually. In order to select those that are most appropriate, Candidates must synthesize all the information they have about children's development and individual learning styles. Help Candidates recognize the value in keeping these files fresh and filled with creative ideas.

- Review the Candidate's ideas for new themes and teaching ideas. Are they appropriate? Where could improvements be made?
- Suggest that Candidates add some teaching ideas from this unit to their personal resource file.

Verify fieldwork assignments

Field Advisors also must verify the completion of 3 other assignments for Unit 5. Please be sure to sign off on these on the Verifications of Assignments form.

Assignment 11: List toys, household objects, and activities for each age group for large- and small-muscle development. (pages 282, 284, and 287)

- Review the list of large- and small-muscle toys, household objects, and activities for each age group. Talk about any that need to be replaced with more appropriate ideas. Why are they inappropriate?

Assignment 12: Choose an activity area and describe what children learn from the activity in each area of development. (page 296)

- Are there items in each area of development: social, emotional, physical, and intellectual? Are the items appropriate for the age level and cultures of the children?
- Does the Candidate understand how children's learning in one activity overlaps all areas of development? Compare the items on the woodworking chart (page 295) with the Candidate's ideas.

Assignment 13: Candidates have developed a weekly plan that highlights one or more special activities. (page 340)

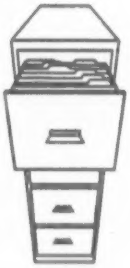
- Review the Candidate's weekly plan. Is it practical? Appropriate for the ages of the children? Flexible? Does it address various learning styles? If there is time and opportunity, arrange for the Candidate to try out the plan for a week or at least 3 days. Visit the classroom 1 day and plan a conference at the end of the week to discuss how things went.

- Does the weekly plan allow for regular activities, as well as give children ample opportunities to make their own choices about activities?

- Does the weekly plan feature a special theme? What appropriate activities have been included to highlight this theme?

Build the Professional Resource File

Assist the Candidates to add 2 items to their PRF:



- Four songs: 2 from their children's cultures, and 2 from other cultures. Include words and music. (page 315)

- Three creative activities (one each for toddlers, threes, and fours), the materials needed for each, and how you expect children to use them. (page 322)

Assist the Candidate to write the Statement of Competence for this Competency Goal, focusing on the functional areas of Physical, Cognitive, Communication, and Creative.

By this point in the first phase of the CDA Professional Preparation Program, Candidates will really begin to feel a sense of accomplishment. You will see how your efforts are enabling the Candidate to become more professional in her or his work with young children.

Now, as you move into Unit 6, the two of you will be integrating even more fully the experiences and information gleaned from the past few months of working together.

Resources for further information (in addition to those listed in *Essentials*)

Baroody, A.J. (1987). *Children's mathematical thinking: A developmental framework for preschool, primary, and special education teachers.* New York: Teachers College Press.

Bingham-Newman, A.M., & Saunders, R.A. (1977, May). Take a new look at your classroom with Piaget as a guide. *Young Children,* 32(4), 62-72.

Black, J.K. (1981, September). Are young children really egocentric? *Young Children,* 35(6), 51-55.

Chenfeld, M.B. (1983). *Creative activities for young children.* New York: Harcourt Brace Jovanovich.

Curtis, S. (1982). *The joy of movement in early childhood.* New York: Teachers College Press.

Developmentally appropriate practice: Birth through age 5 [Videotape-27 min.]. Washington, DC: National Association for the Education of Young Children, 1987.

Dewey, J. (1938). *Experience and education.* New York: Macmillan.

Elkind, D. (1987). *Miseducation: Preschoolers at risk.* New York: Knopf.

Forman, G.E., & Kuschner, D.S. (1983). *The child's construction of knowledge: Piaget for teaching children.* Washington, DC: National Association for the Education of Young Children.

Formanek, R., & Gurian, A. (1980). *Why? Children's questions: What they mean and how to answer them.* Boston: Houghton Mifflin.

Hohmann, M., Banet, B., & Weikart, D. (1978). *Young children in action.* Ypsilanti, MI: High/Scope.

Kamii, C. (1982). *Number in preschool & kindergarten.* Washington, DC: National Association for the Education of Young Children.

Kamii, C (1986). *How young children learn to think* [Videotape-19 min.]. Washington, DC: National Association for the Education of Young Children.

Kamii, C., & DeVries, R. (1980). *Group games in early education: Implications of Piaget's theory.* Washington, DC: National Association for the Education of Young Children.

Kamii, C.K., with DeClark, G. (1984). *Young children reinvent arithmetic: Implications of Piaget's theory.* New York: Teachers College Press.

Katz, L., & Chard, S. (1989). *Engaging the minds of young children: The project approach.* Norwood, NJ: Ablex.

Loughlin, C.E., & Martin, M.D. (1987). *Supporting literacy: Developing effective learning environments.* New York: Teachers College Press.

Lowenfeld, V., & Brittain, W.L. (1987). *Creative and mental growth* (8th ed.). New York: Macmillan.

McIntyre, M. (1984). *Early childhood and science.* Washington, DC: National Science Teachers Association.

Piaget, J. (1952). *The origins of intelligence in children.* New York: International Universities Press.

Piaget, J. (1969). *The child's concept of the world.* Totowa, NJ: Littlefield, Adams & Co.

Saunders, R., & Bingham-Newman, A.M. (1984). *Piagetian perspective for preschools: A thinking book for teachers.* Englewood Cliffs, NJ: Prentice-Hall.

Schirrmacher, R. (1986). Talking with young children about their art. *Young Children,* 41(5), 3-7.

Schweinhart, L.J., Weikart, D.P., & Larner, M.B. (1986). Consequences of three preschool curriculum models through age 15. *Early Childhood Research Quarterly,* 1(1), 15-46.

Seefeldt, C. (Ed.) (1987). *The early childhood curriculum: A review of current research.* New York: Teachers College Press.

Sullivan, M. (1982). *Feeling strong, feeling free: Movement exploration for young children.* Washington, DC: National Association for the Education of Young Children.

Thibault, J.P., & McKee, J.S. (1982, November). Practical parenting with Piaget. *Young Children,* 38(1), 18-27.

Weber, E. (1984). *Ideas influencing early childhood education: A theoretical analysis.* New York: Teachers College Press.

Wolf, D. (Ed.) (1985). *More than numbers.* Redmond, WA: Exchange Press.

Unit 6

Keys to establish productive relationships with families

Partnerships with parents are crucial for the success of any good early childhood program. Children thrive when parents and providers see themselves as partners in the process of caring for young children.

The thrust of this unit, then, is to help Candidates see the variety of ways in which they can enlist parents are partners in the educational process. Some misconceptions about roles of parents and teachers may need to be replaced with a new vision of collaboration.

Every Candidate probably has had both frustrating and successful experiences with parents. Your task will be to help Candidates learn from their previous encounters and develop new skills to work more closely with each child's family.

As Candidates become more knowledgeable and skilled in practices that establish positive and productive relationships with the people who are most important in children's lives, they will learn that they can work **with** parents to improve the quality of the program, as well as to assist parents in their childrearing responsibilities. They will broaden their ideas about how to involve families in all aspects of the program.

Although some Candidates may be working in programs that have a big emphasis on **parent education**, the emphasis of *Essentials* is to facilitate a more equitable exchange of information and ideas between families and the program staff.

Because the roles of parents are changing as family structures and schedules have changed, the traditional notion of parent involvement in early childhood education programs (e.g., mothers volunteering in the classroom to help make cookies and clean up messes) is changing as well. You may want to prepare to teach this unit by talking with some of your colleagues about the challenges of meeting the needs of today's parents.

Find out what is being done in your community and nationally to make families an integral part of programs for young children. You may wish to start with your local Head Start program and branch out from there to expand your thinking beyond the traditional parent education model.

Read about new ideas for collaboration in the professional literature. No longer are many parents content to receive a note now and then and attend a conference twice a year. Parents have a great deal to offer from policymaking, to fundraising, to super teaching or staff training ideas. The energy and expertise of the adults who care about children is multiplied many times over when parents are truly involved.

Children also are more likely to develop to their fullest potential if their environments are filled with people who respect their family background, values and beliefs—the younger the child the more regular and intense the communication must be to ensure continuity of care.

Thus, once again, all the material in the earlier units is unified, this time in the way that Candidates build upon their partnership relationship with parents to implement developmentally appropriate practices.

Parents and teachers working together can make a big difference in the lives of young children. Build enthusiasm and commitment to a strong relationship.

Goals

In Unit 6, which covers the CDA functional area Families, Candidates will establish positive and productive relationships with families.

1. They will maintain open, friendly, and cooperative relationships with each child's family.

Candidates will develop communication skills to use with parents. They will help families feel welcome. They will encourage parents to talk about important family events and their children's special interests and behavior at home. They will learn strategies, such as conferencing, home visits and parent meetings, to reliably and consistently share information with families about the child's experiences in the program.

2. They will support the child's relationship with her or his family.

Candidates will recognize and value differences between families and develop respect for individual families' cultural backgrounds, religious beliefs and childrearing practices.

They will develop a clear understanding of the differences between the role of teacher and the role of parent. They will be sensitive to parents' role as primary caregivers of their children. They will see how important it is for teachers to develop an attachment to children that does not compete with the children's relationship with their parents.

3. They will encourage family involvement in the program.

Candidates will use a variety of ways to include parents in program planning, activities, and discussions about common interests. They will see themselves as collaborators with parents to foster children's development. Candidates will start or add to their resources for families: books, brochures, tapes, referral lists, networking resources.

Goals and Objectives for Unit 6

Goal:
The Candidate is knowledgeable and skilled in establishing positive and productive relationships with families.

Objectives:

1. Candidates will establish and maintain open, friendly, and cooperative relationship with each child's family.

2. Candidates will support each child's relationship with her or his family.

3. Candidates will encourage family involvement in the program.

Your role as Field Advisor

Field Advisors have the perfect opportunity to help Candidates begin to think more about the differing roles and responsibilities of parents and child care staff. You can raise issues, observe possible areas for change, and demonstrate techniques.

You are setting the stage for Candidates to make the most of their relationships with each family as you explore ideas and techniques to facilitate communication.

Because this is the last unit of study in the fieldwork phase of the CDA Professional Preparation Program, you may also have identified areas that need to be resolved or discussed further as the Candidate progresses through the CDA Seminar experience. You will have an opportunity to highlight these when you conduct your formal observation and follow-up conference.

At the end of the unit, make one final check to ascertain that all of the assignments have been completed and that the Candidate has the necessary information about moving into the next phase of the Program. If you have any questions, be sure to call the CDA Candidate Connection at 800-424-4310.

Conduct Candidate conferences

For these 2 weeks, the two of you will concentrate on partnerships with parents as an essential aspect of a good program for young children. During that time, you and the Candidate will focus your conferences on these 3 key areas:

- get off to a good start with new families,
- collaborate each day by communicating effectively with children and their families, and
- effective ways to exchange information.

You will also assist the Candidate to distribute and collect the Parent Opinion Questionnaires.

Discussion topic 24: Making a sound first impression. (pages 343 - 348)

Early childhood educators should never underestimate the power of first impressions. Both the caregiver's own personality and the character of the program are being carefully evaluated by parents. All parents want reassurance that they are making the best choices for their children.

- Review the list of program and parent responsibilities in the areas of business and legal concerns. What items have been added by the Candidate? Are these valid and appropriate? Make suggestions on how to approach the program director if changes are warranted. Be available to support the Candidate in her or his efforts to advocate for parents and children.

- If the Candidate talked with a few parents about how to help new children and families feel welcome, discuss the responses. Are the ideas practical and appropriate?

- Share concerns about how difficult it is to help parents and children say goodbye to each other on their first day in the program. Talk about ideas for making the day less stressful for everyone.

Discussion topic 25: Use effective communication skills to collaborate each day. (pages 349 - 360)

Early childhood programs are unique because parents and teachers often have contact with each other daily, sometimes twice a day. Therefore, Candidates need to polish their communication skills so they come naturally as a part of each day's work with the family.

- Offer any other ideas you have for the Candidate to improve communication with parents. Consider notes, informal phone calls, and notices.

- What strategies does the Candidate use to communicate with parents who speak little or no English?

- Discuss ways to harmoniously resolve problems with parents. Encourage Candidates to raise any really tough issues again later in their CDA Seminar so that others might learn from the experience as well.

- Are the Candidate's ideas for involving families appropriate? What items were added to the list? Discuss how to encourage more parents to participate.

- Review the Candidate's selection of titles of resources for parents. Talk about how well the parent message board was received. How does the Candidate use community resources for parents?

Discussion topic 26: Exchange information regularly. (pages 360 - 369)

In addition to the daily encounters with parents, Candidates will gain some experience with conferences, parent meetings, and making home visits. They should also develop some strategies for handling difficult encounters.

- What are Candidates learning from the parents? How can this information be used to improve the program for children?

- Talk about the Candidate's assessment of families who may possibly benefit from professional guidance. Suggest possible referrals. Discuss how important it is to present such recommendations to families in tactful, respectful ways.

- How does the Candidate help families feel good about their child care decision?

- Take a few minutes to talk a bit about why the teacher's role is different, but complementary to, the role of parents.

Discussion topic 27: Parent Opinion Questionnaire. (page 370 - 375)

Assist the Candidate to distribute and collect the Parent Opinion Questionnaires.

- If needed, translate the questions into the language of the families in the Candidate's group.
- Make enough copies for the Candidate to distribute one to each family.
- Sign the cover sheet and insert the date you want them returned. (Questionnaire and cover letter appear on pages 96 - 100.)
- Provide a large envelope or folder for the Candidate to use for collecting them and returning them to you.

Thoroughly explain that this same procedure will be used in Phase 3 of the CDA Professional Preparation Program. At that time, however, the Parent Opinion Questionnaires will be submitted to the Council for review, and the results of the survey will be used in the decision about the Candidate's competence as a CDA.

Once the questionnaires are returned, read through the responses with the Candidate.

- What does the information reveal about the Candidate's relationships with parents?
- What are the Candidate's strong and weak practices with parents?
- What can the Candidate do to improve collaboration and partnerships with parents?

Parent Opinion Survey–Cover letter

Dear Parents:

____

(Name of Candidate),
who works with your child is working toward the Child Development Associate (CDA) Credential. S/he has asked me to be part of a team that collects information about and evaluates her/his work with children and families. The Child Development Associate National Credentialing Program is located in Washington, DC. Its aim is to make sure that young children receive quality care in centers and family child care home. The CDA program does this by evaluating the skills of adults working with young children and their families.

Officials of the CDA program feel that parents have an important role in this task. You can help by evaluating the Candidate's work with your child and family.

All parents in the Candidate's group are being asked to fill out the questionnaire included with this letter. Your answers will be confidential. Please do not sign your name to the questionnaire. We hope that you will think about each question and answer each one openly and honestly.

If you have any questions about the survey, please contact me at

____
Field Advisor's telephone number

I would be grateful if you would return the completed questionnaire to the Candidate by
______________________________ (Date)

Thanks for your help.

Sincerely yours,

CDA Field Advisor

Estimados Padres:

____

(Nombre del Candidato/a),
quien trabaja con usted y con su hijo/a (hijos), esta trabajando para obtener la Credencial de Asociado en el Desarrollo del Niño (CDA). Ella/él me ha pedido ser parte del equipo de personas que colecta información sobre su trabajo con niños y familias, y evalúa este trabajo. El Programa Nacional de Certificación, CDA, esta localizado en Washington, DC. Su meta es velar de que los niños pequeños reciban atención excelente en programas de centros infantiles y programas de cuidado en hogares. El Programa CDA lleva a cabo esta misión evaluando las habilidades de los adultos que trabajan con niños pequeños y sus familias.

Los funcionarios/autoridades del Programa CDA consideran que los padres tienen una función muy importante en esta labor. Usted puede ayudar al evaluar el trabajo del Candidato/a con su niño/a y familia.

Estamos pidiendo a todos los padres que se encuentran en el grupo de este/a Candidato/a que llenen el cuestionario adjunto. Sus respuestas serán confidenciales. Por favor no escriba su nombre en el cuestionario. Esperamos que usted piense cuidadosamente al contestar cada pregunta y lo haga en forma abierta y honesta.

Si usted tiene alguna pregunta sobre este cuestionario, por favor sírvase communicarse conmigo al ______________________________
Número telefónico del Consejero/a

Le quedaré muy agradecido/a si usted devuelve este cuestionario al Candidato/a antes del ________ *(fecha). Muchas gracias por su ayuda.*

Sinceramente,

Consejero/a del CDA

CDA PARENT QUESTIONNAIRE
CUESTIONARIO CDA PARA PADRES

CDA Candidate's Name ______________________________

Nombre del Candidato/a CDA ______________________________

For each statement, circle the answer you think is best.

YES = CDA Candidate does this
NO = CDA Candidate does not do this
N/A = Do not know or does not apply

Haga un circulo alrededor de cada respuesta que usted considera como la más correcta.

SI - La Candidata CDA lo hace
NO - La Candidata no hace esto
N/A - Ud. no sabe o no es pertinente

The CDA Candidate
El Candidato/a CDA

YES NO N/A 1. Reports accidents or any first aid given to my child.
SI NO N/A 1. Reporta accidentes o primeros auxilios dados a mi niño.

YES NO N/A 2. Requires my written permission to give any medication to my child.
SI NO N/A 2. Requiere mi autorización por escrito para poder dar cualquier medicina a mi niño.

YES NO N/A 3. Tells me about my child's eating, sleeping, and toileting/diapering.
SI NO N/A 3. Me dice como mi niño come, si duerme, sobre sus hábitos en el uso del baño, o cambio de pañales.

YES NO N/A 4. Follows feeding instructions for my infant or for my child with allergies.
SI NO N/A 4. Sigue instrucciones para la alimentacion de mi bebé o la de mi niño que sufre de alergias.

YES NO N/A 5. Allows my child to be picked up only by people I have named.
SI NO N/A 5. Permite que a mi niño lo recojan sólo aquellas personas a quien yo he autorizado.

YES NO N/A 6. Keeps toys and equipment clean.
SI NO N/A 6. Mantiene limpios los juguetes y equipo de trabajo.

YES NO N/A 7. Reports to me about my child's play and learning.
SI NO N/A 7. Me mantiene informado/a sobre el juego y el aprendizaje de mi niño.

YES NO N/A 8. Organizes toys and play materials so my child can reach them easily.

SI NO N/A 8. Organiza los juguetes y materiales de juego de manera que mi niño pueda alcanzarlos facilmente.

YES NO N/A 9. Provides a place for my child to store his or her own things I need to bring home.

SI NO N/A 9. Provee un lugar para que mi niño pueda guardar sus pertenencias y se asegura de que yo pueda encontrar todas las cosas que necesito llevar a casa.

YES NO N/A 10. Has enough toys and materials so children do not fight over popular toys.

SI NO N/A 10. Tiene juguetes y materiales en número suficiente para evitar que los niños peleen por los juguetes más populares.

YES NO N/A 11. Arranges the schedule so my child is able to spend most of the day playing.

SI NO N/A 11. Tiene un horario preparado para que mi niño pueda pasar la mayor parte del día jugando.

YES NO N/A 12. Takes my child outdoors to play every day, except in bad weather.

SI NO N/A 12. Lleva a mi niño a jugar afuera todos los días excepto cuando el tiempo esta muy malo.

YES NO N/A 13. Talks with my child frequently.

SI NO N/A 13. Habla frecuentemente con mi niño.

YES NO N/A 14. Listens with interest when my child talks and encourages my child to talk.

SI NO N/A 14. Escucha con interés cuando mi niño habla y lo anima a hablar.

YES NO N/A 15. Helps my child learn to control his or her own behavior without spanking or other harsh punishment.

SI NO N/A 15. Ayuda a mi niño a controlar su propio comportamiento, sin pegarle o sin usar castigos duros.

YES NO N/A 16. Reads to my child often.

SI NO N/A 16. Le lee a mi niño, con mucha frecuencia.

YES NO N/A 17. Provides many music, art, block, and pretend activities that my child can do in his or her own way.

SI NO N/A 17. Provee muchas actividades de música, arte, bloques, actividades de pretender que mi niño puede hacer a su manera.

YES NO N/A 18. Is affectionate with my child.

SI NO N/A 18. Es afectuosa/o con mi niño.

YES NO N/A 19. Helps my child feel proud of what he or she can do.

SI NO N/A 19. Ayuda a mi niño a sentirse orgulloso de lo que él puede hacer.

YES NO N/A 20. Encourages children to enjoy getting along with each other.
SI NO N/A 20. Alienta a los niños el disfrute de llevarse bien entre ellos.

YES NO N/A 21. Gives me the feeling that she is truly interested in my child and me.
SI NO N/A 21. Me hace sentir que ella/él esta verdaderamente interesada/o en mi niño y en mí.

YES NO N/A 22. Is pleasant and friendly with me.
SI NO N/A 22. Es agradable y amistosa/o conmigo.

YES NO N/A 23. Is available to discuss my concerns.
SI NO N/A 23. Esta disponible para hablar conmigo sobre mis preocupaciones.

YES NO N/A 24. Asks me for ideas to use with my child, including activity ideas.
SI NO N/A 24. Me pide ideas para usarlas con mi niño, incluyendo ideas sobre actividades.

YES NO N/A 25. Asks me what I think is important in raising my child.
SI NO N/A 25. Me pregunta sobre lo que yo pienso que es importante en la crianza de mi niño.

YES NO N/A 26. Talks with me about any fears my child has.
SI NO N/A 26. Me habla sobre cualquier temor o temores que tenga mi niño.

YES NO N/A 27. Gives me some support when I discuss problems.
SI NO N/A 27. Me brinda apoyo cuando yo le hablo sobre problemas.

YES NO N/A 28. Maintains confidentiality; does not freely discuss my child or family in the presence of others.
SI NO N/A 28. Es reservada/o, mantiene información confidencial; no habla sobre mi niño o mi familia en la presencia de otras personas.

YES NO N/A 29. Encourages me to visit at any time.
SI NO N/A 29. Me alienta a visitar en cualquier momento.

YES NO N/A 30. Lets me know of parent meetings and other ways I can become involved in the program.
SI NO N/A 30. Me hace saber cuando hay reuniones de Padres y me informa sobre otras maneras de involucrarme en el programa.

YES NO N/A 31. Schedules conferences at times that are convenient to me.
SI NO N/A 31. Señala fechas para reunirnos, en días y horas que me son convenientes.

Indicate language(s) you use at home. ______________________________

Language(s) you prefer Candidate to use with your child. ______________________

Indique el idioma/s que usted habla en su casa. ______________________

Idioma/s que ud. prefiere que la Candidata hable a su niño. ______________________

- -

Please write your opinion about this Candidate's work with your child:
Por favor escriba lo que usted opina sobre el trabajo de esta Candidata/o con usted y con su niño:

Verify fieldwork assignments

Candidates will complete 3 major activities during this final unit of the first phase of the CDA Professional Preparation Program.

Assignment 14: Observe a parent conference. (page 362)

You may need to help the Candidate arrange to observe such a conference. Be sure to select a situation that exemplifies as many of the positive aspects as possible.

An even better exercise would be to have the Candidate conduct a parent conference, if the program permits.

- Talk about what happened, what went well, and what could be improved the next time.

Assignment 15: Plan, and if possible conduct, a parent meeting. (page 364)

You may find yourself involved in this meeting, perhaps even conducting it, but at least attending and hopefully observing the Candidate lead the group. Assist with arrangements as needed to assure a successful function. This is yet another opportunity to work closely with the Candidate's program director.

- What phases of the meeting were judged successful by the Candidate? Why?
- What areas did the Candidate feel could be improved? Why?
- Compare your perceptions with those of the Candidate. What recommendations can you make to ensure that the next meeting will be even more productive?

Assignment 16: Arrange for and make two home visits if they are appropriate. (page 366)

Your skills may be needed to assist the Candidate and possibly the program director in determining whether home visits would be a welcome addition to the collaboration process.

If visits are not possible, the requirement for completion of this assignment will be waived.

If home visits can be scheduled, work with the Candidate to plan for successful experiences. Afterward, discuss questions such as these:

- What did the Candidate learn?
- What did the parents learn?
- What was the child's reaction?

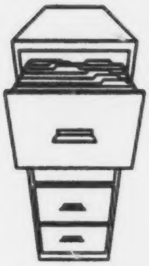
If the Candidate cannot conduct these activities, plan for observations of good role models.

- Suggest that the Candidate make several observations in other programs: a new child entering, typical encounters with parents during arrivals or departures.
- Encourage Candidates to attend parent meetings or open houses at other programs. What have they learned that they can apply in their own programs?
- Talk about specific questions the Candidate has regarding families. How can these relationships be improved?

Review videotape

Candidates will be viewing one video with this unit. Using the Viewer's Guide, you may want to raise one or two questions about the content to help Candidates apply what they are learning.

Build the Professional Resource File



Candidates must locate one additional resource for the Professional Resource File:

- Their program's policies about expectation of families and responsibilities to them. (page 344)

Assist the Candidate to write the Statement of Competence for this Competency Goal, focusing on the functional area Families.

Conduct first formal observation

Candidates now are ready to pull together everything they have learned to take a broader look at their program and their work as an early childhood professional during the CDA seminar.

During their discussions with the Seminar Instructor and other Candidates in situations similar to their own, Candidates will have an opportunity to review and expand all they have learned so far, share any lingering concerns, ask any remaining questions, and prepare themselves to complete the Early Childhood Studies Review.

As a final exercise, we recommend that you observe the Candidate in action and conduct a formal observation, using the **CDA Observation Instrument** as a guide for what to look for, and what to discuss with the Candidate. Your guidance and recommendations about their actual classroom practice are critical to their ability to learn from the field experience.

We have provided the Observation Instrument along with instructions for its use, starting on page 110. Explain to the Candidate that this is the same instrument you will use during Phase 3 of their study. However, at that time, the results will be used by the Council in the decision about the Candidate's competence as a CDA. Prior to your observation, discuss the procedures with the Candidate and the list of specific items to be rated on pages 104-105. (You may want to make a copy of the items for the Candidate to keep.)

Conclude Phase I

With the completion of Unit 6, and your submission of the Verification of Assignments form to the Council, the first phase of the CDA Professional Preparation comes to a close.

You should feel a great sense of accomplishment—the fieldwork is the very core of the Candidate's practical hands-on training, and her or his experience has been made abundantly fertile by your guidance!

Yet your responsibilities have not yet ended—there's more to come in Phase 3, when the Candidate prepares for the final evaluation as a CDA. Until then, relax and take a break. Keep in touch with the Candidate and offer your support during the Seminar and all the while she or he may continue working daily with children and families. Contact the Council if you have any questions, and once you've taken a break, begin preparing yourself for the last 2 units of *Essentials*. (By now, you should have received Units 7 and 8; if not, you should contact the Council so that they can be mailed to you.)

Overview of Candidate performance-Items to be rated for preschool, infant/toddler, and family day care.

Functional area 1: Safe

1.1 All toys and materials provided for use by children are safe

1.2 Supervision is appropriate for developmental level of children.

1.3 Emergency procedures are well planned in advance and are well organized.

Functional area 2: Healthy

2.1 General hygiene practices are implemented consistently to cut down the spread of infectious disease.

2.2 Health maintenance habits in children are encouraged.

2.3 Diapering/toileting procedures are organized to maintain health.

2.4 Meals/snacks meet the developmental needs of children.

2.5 Pleasant and appropriate environment conducive to rest is provided daily.

Functional area 3: Learning Environment

3.1 Well-arranged space is provided, which meets the developmental needs of children during routines and play.

3.2 A variety of developmentally-appropriate materials are made available.

3.3 Materials for play are well organized.

3.4 Schedule provided meets children's needs for routine and play.

Functional area 4: Physical

4.1 A variety of activities are offered which enable children to develop their large muscles.

4.2 A variety of activities are offered which enable children to develop their small muscles.

4.3 Program activities are adapted to meet individual needs and special needs of children with handicaps.

4.4 Opportunities are offered to help children develop their senses.

Functional area 5: Cognitive

5.1 A variety of age-appropriate materials and activities that encourage curiosity, exploration, and problem solving are accessible to children throughout the day.

5.2 Interactions provide support for play, exploration, and learning.

5.3 Individual learning styles are recognized.

Functional area 6: Communication

6.1 Communication with each individual child is frequent.

6.2 Talk with children is developmentally appropriate.

6.3 Children are encouraged to talk.

6.4 Children's attempts to communicate are responded to positively.

6.5 A developmentally appropriate, print-rich environment, in which children learn about books, literature, and writing, is provided.

Functional area 7: Creative

7.1 Individual expression and creativity are appreciated.
7.2 Many appropriate music experiences are available to children.
7.3 Art experiences are age appropriate and varied.
7.4 Dramatic play experiences, with a variety of age-appropriate props, are available.
7.5 Variety of age-appropriate block play opportunities are available.

Functional area 8: Self

8.1 Children are given the message that each person is important, respected, and valued.
8.2 Individual children are helped to develop a sense of security.
8.3 Diapering/toileting procedures are developmentally appropriate and are organized to encourage self-help skills.

Functional area 9: Social

9.1 Each child is helped to feel accepted in the group.
9.2 Feelings of empathy and respect for others are encouraged.
9.3 Non-biased curriculum is used.
9.4 Children are encouraged to respect the environment.

Functional area 10: Guidance

10.1 Methods for avoiding problems are implemented.
10.2 Positive guidance techniques are used.
10.3 Guidance practices are related to knowledge of each child's personality and developmental level.

Functional area 11: Families

11.1 Various opportunities to appreciate children's families are part of the regular program.
11.2 Information about families' culture, religion, and childrearing practices is used in classroom experiences.
11.3 Various opportunities are provided to help parents understand the development of their child and understand their child's point of view.
11.4 Resources are provided to help families meet their child's needs.

Functional area 12: Program Management

Functional area 13: Professionalism

Resources for further information (in addition to those listed in *Essentials*)

Auerbach, A. (1968). *Parents learn through discussion: Principles and practices of parent group education.* New York: Wiley.

Balaban, N. (1985). *Starting school: From separation to independence.* New York: Teachers College Press.

Brazelton, T. B. (1985). *Working and caring.* Reading, MA: Addison-Wesley.

Bromwich, R., Khokha, E., Burge, D., Baxter, E., Kass, W., & Fust, S. (1981). A parent behavior progression. In Weissbourd, B., & Musick, J. (Eds.), *Infants: Their social environments.* Washington, DC: National Association for the Education of Young Children.

Cataldo, C.Z. (1987). *Parent education for early childhood: Child-rearing concepts and program content for the student and practicing professional.* New York: Teachers College Press.

Dodge, D., *Spanish version of a parent's guide to early childhood education*

Frymier, J. (1985). *Methods for achieving parent partnerships: Project MAPP.* Indianapolis Public Schools, 120 E. Walnut St., Indianapolis, IN 46204.

Gotts, E.E., & Purnell, R.F. (1985). *Improving home-school communications.* Bloomington, IN: Phi Delta Kappa.

Harms, T.H., & Cryer, D. (1978, July). Parent newsletter: A new format. *Young Children,* 33(5), 28-32.

Henderson, A. (Ed.) (1987). *The evidence continues to grow: Parent involvement improves student achievement.* National Committee for Citizens in Education, 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

Hymes, J.L. (1975). *Effective home-school relations* (rev. ed.). Hacienda Press, P.O. Box 222415, Carmel, CA 93922.

Katz, L.G. (1984). Contemporary perspectives on the roles of mothers and teachers. In L.G. Katz (Ed.), *More talks with teachers.* Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

Kelly, F.J. (1981, November). Guiding groups of parents of young children. *Young Children,* 36(1), 28-32.

Kelly, M., & Parsons, E. (1975). *Mother's almanac.* New York: Doubleday.

Klinman, D., Kohl, R., & The Fatherhood Project. (1984). *Fatherhood U.S.A.* New York: Garland.

Kyle, J.E. (Ed.) (1987). *Children, families & cities: Programs that work at the local level.* Washington, DC: National League of Cities.

McCracken, J.B. (Ed.) (1986). *Reducing stress in young children's lives.* Washington, DC: National Association for the Education of Young Children.

Nedler, S.E., & McAfee, O.D. (1979). *Working with parents: Guidelines for early childhood and elementary teachers.* Belmont, CA: Wadsworth.

Schiff, H.S. (1977). *The bereaved parent.* New York: Penguin.

Southern Association on Children Under Six. (1986). *Position statement on supporting parents.* Little Rock, AR: Author.

Swap, S.M. (1987). *Enhancing parent involvement in schools.* New York: Teachers College Press.

Weissbourd, B. (1981). Supporting parents as people. In Weissbourd, B., & Musick, J., (Eds.), *Infants: Their social environments.* Washington, DC: National Association for the Education of Young Children.

Verification of Assignments Form for Field Advisor

Candidate ______________________ Soc. Sec. # ______________________

Field Advisor ______________________ Soc. Sec. # ______________________

The Field Advisor must date and initial each task to indicate that the Candidate has completed that assignment.

	Date	Initials
The Candidate's setting type is ____________________ and meets the Council's requirements on page 17 of the Field Advisor Manual.		
Unit 1 1. The Candidate successfully interviewed an early childhood professional.		
2. The Candidate contacted two national professional associations.		
Unit 2 3. The Candidate added at least two appropriate milestones in each age level of the chart.		
4. The Candidate tried tools for recording behavior and added at least one to the Professional Resource File.		
Unit 3 5. The Candidate successfully completed a first aid course.		
6. The chart to compare nutritional values of snack foods has been completed properly.		
7. An appropriate arrangement of teaching space has been sketched.		
8. The Candidate completed the entire Environment Checklist.		
Unit 4 9. The Candidate observed children at play and identified items that foster each type of play.		
10. Plans to build children's social/emotional skills have been developed.		

	Date	Initials
Unit 5		
11. Toys, household objects, and activities have been identified for each age group.		
12. The Candidate selected an activity area and identified learning goals for that specific activity.		
13. The Candidate developed a weekly plan that highlights special activities.		
Unit 6		
14. The Candidate observed, or conducted, a parent conference.		
15. The Candidate planned, and if possible, conducted a parent meeting.		
16. Two home visits were completed by the Candidate.		
Field Advisor's Verification Assignments *The Candidate completed all 16 assignments during the first phase of the CDA Professional Preparation Program.*		
Parent Opinion Questionnaire *I assisted the Candidate in distributing and collecting the Parent Opinion Questionnaires, and I discussed the results with her/him.*		
Formal Observation *I conducted the formal observation and have discussed my recommendations for continued growth.*		

I verify that both the Candidate and I completed all tasks as outlined above.

____
Signature

(h) (o) _______________________________
Telephone Numbers

For Staff Use Only

Date Received: ______________

Council for Early Childhood
Professional Recognition
1718 Connecticut Ave., NW, #500
Washington, DC 20009-1148
(202) 265-9090 • (800) 424-4310

FIELD ADVISOR FORMAL OBSERVATION

Name of Advisor ____

Name of Candidate ____________________________ PS, IT, FDC (circle one)

Observation site ____

Has the Candidate applied for the bilingual specialization? Yes _____ No _____

Please complete the following according to the instructions:

- **Rate every numbered item.**
- **Explain your rating in the comments section.**
- **Make 2 recommendations for continued growth for each functional area**. Feel free to use additional sheets of paper to supplement this form if necessary.
- **Meet with the Candidate to discuss your observation and recommendations.**

Instructions

This CDA observation instrument is used by Field Advisors as part of the CDA Candidate Assessment procedure. Through its use many of the more observable aspects of competence required of a CDA can be assessed. In addition to observation, Field Advisors may interview Candidates and use other knowledge of the Candidate's work with children to complete this report.

This observation can be used either in a family child care home or a center-based setting. It is meant to be completed while observing the Candidate working with a group of children.

A. **Procedures for completing the observation**

1. Scheduling the observation

The observer should plan to spend at least 2 to 2-1/2 hours watching the Candidate work. In full-day programs, mornings are generally the best time for an observation, but afternoon observations are possible in programs where schedules are very active during the afternoon hours. An example of a program where an appropriate sample of the Candidate's performance could be observed during an afternoon is an infant program that has individualized schedules so that some of the children are awake throughout the day. In half-day programs, schedule the observation for a time when the program normally meets.

2. Before observing

a. Set the time, date and place of the observation with the CDA Candidate. Be sure to also set a time after the observation for a follow-up interview, so you can go over your observations with the Candidate and discuss your recommendations.

b. Read the observation instrument thoroughly before observing a Candidate, so you know what to look for.

3. While observing

   a. Be as inconspicuous as possible. Remember that you are trying to collect information on how the CDA Candidate works with children. Therefore, listen and watch. Of course, you should be courteous if children approach you, but try to avoid interacting with children, asking questions, or interrupting in any way. Write down any questions you have for the CDA Candidate and save them until after the observation.

   b. Before actually observing the Candidate, spend 10 to 15 minutes becoming familiar with the setting you are observing.

   c. Move around as needed while observing. Be sure to observe both the CDA Candidate's interactions and the children's experiences, as well as aspects of the physical setting.

   d. If more than one adult is working with the group being observed, concentrate your attention only on the CDA Candidate's behavior.

B. **Observation instrument guidelines**

1. Rating

You will rate the Candidate's performance on a series of items in each functional area. Your rating will indicate whether the Candidate's performance on the item occurs rarely, sometimes, or most of the time. **Before deciding on your rating** however, you will check off some specific indicators of Candidate's performance that you observe.

The observation instrument is organized in the following way:

- **Each item to be rated is "numbered." Numbered items** describe general aspects of Candidate performance that represent competence. Next to each item is a box. You will rate the Candidate by writing the number 1, 2, or 3 rating code in this box.

  [1] **Rarely**. As you observed the Candidate, you were unable to witness evidence of this action being taken, or you observed evidence infrequently.

  [2] **Sometimes**. You were able to observe some evidence of the action.

  [3] **Mostly**. The Candidate demonstrated repeatedly the behavior described. You observed much evidence that the Candidate was acting in a competent manner.

☐ **1.1 All toys and materials provided for use by children are safe.**

- Below each numbered item is one or more **indicator statements**. These describe more specific aspects of competence that are expected of the Candidate. You are to look for these specific indicators of competence and check off each as you observe the Candidate's performance.

☐ **1.1 All toys and materials provided for use by children are safe.**

_____ Toys and materials are safe for children's developmental level.

- **Examples** are also provided as samples of what to look for. They are not required and it is possible for an indicator to be checked even if a specific example is not observed. Every age level and setting are different. Always look for alternate examples of ways in which an item can be observed.

☐ **1.1 All toys and materials provided for use by children are safe.**

_____ Toys and materials are safe for children's developmental level.

Ex. unbreakable baby toys too large to swallow; no pillows or heavy blankets for babies; sturdy preschooler's toys; all materials non-toxic

2. During the observation visit, you are to look for indicators of competence, checking off statements as you see them. Remember, "examples" are samples of what to look for but are not required. Generally, indicators will not be checked off in the order in which they appear in the instrument.

3. Once you have enough indicators checked off to form an opinion of the Candidate's performance over time, rate the Candidate on the numbered items by writing the 1, 2, or 3 rating code. If all indicators are checked, it is likely, but not necessary, that the item will be rated a 3. However, an item may be greater than the sum of its parts. All indicators might be checked while the item may still be rated a 2 or a 1. Some items may have to be rated after you have reviewed your notes and had a little time to think about the observations.

4. For every item, explain your rating in the comments section. Note brief examples of what the Candidate did or did not do. Also note any peculiar circumstances that prevent the Candidate from complying with the item.

5. **Each item should be rated** by the time your observation is completed. If you are not able to rate every item based on what you observe, then it will be necessary to ask the Candidate interview questions to complete rating of those items.

6. If the Candidate's rating is based on what the Candidate says, rather than what you observed, write "I" for interview in the comments section. Write down the question you asked and the Candidate's response. During this follow-up interview, ask open-ended questions that are not threatening and do not lead the Candidate to an answer. For example, if you need information on naptime you might ask, "How is naptime usually handled?" Listen carefully to the Candidate's response and rate the item, based on all the relevant information you have collected.

7. Following each functional area section, space is provided for additional items. In that space, list any additional aspects of the Candidate's competence that you observed which relate to the competence in the functional area, but which can not be categorized under the existing items. Number each item, rate the Candidate using the 1, 2, or 3 rating code, and explain your rating by writing indicators or examples you observed.

C. **Making recommendations**

You are required to make at least 2 recommendations for continued growth in each functional area. Try to be as specific as possible. It is important to give concrete examples and references to improve the Candidate's skills and knowledge. Brainstorm about different ways to use activities, materials, techniques, or routines to meet the needs of children and families.

1. **Useful recommendations**

Make an extra effort to talk individually with some of the quieter children (for example, Anthony and Debby). Notice times when they feel comfortable with talking and expand on their sentences. Do an informal auditory and verbal language assessment of each child.

These are the kinds of suggestions that help the Candidate begin to improve her/his performance.

2. **Recommendations that are not as useful**

Encourage children to verbalize routinely their thoughts and feelings.

The above is an important goal for a Candidate, but the statement does not suggest ways to accomplish it (e.g., how to provide opportunities and activities that promote such expression).

FUNCTIONAL AREA 1: SAFE

Candidate provides a safe environment to prevent and reduce injuries.

☐ **1.1 All toys and materials provided for use by children are safe.**

Observation comments:

____ Toys and materials are safe for children's developmental level.

Ex. unbreakable baby toys too large to swallow; no pillows or heavy blankets for babies; sturdy preschooler's toys; all materials non-toxic

☐ **1.2 Supervision is appropriate for the developmental level of children.**

____ Children are always attended by authorized adult.

____ Quality and amount of supervision is based on the developmental needs of children in care.

Ex. adult stays closer to babies and toddlers than to preschoolers

____ Very close, attentive adult supervision is used in typically dangerous situations, indoors and outdoors.

Ex. child on changing table, in bath or wading pool; crossing street; areas of playground

Ex. crib sides are always up when children are in cribs

____ Adult maintains enough control so children do not hurt each other

____ Children are protected from any safety risks present in the environment.

Ex. broken toys, equipment, or furnishings are removed; outlets covered with safety caps; children kept away from broken playground equipment; broken glass removed from play areas outdoors; heating units or low windows blocked

☐ **1.3 Emergency procedures are well planned in advance and are well organized.**

Observation comments:

_____ Procedures for fires and other emergencies are posted.

Ex. phone numbers for contacting parents and emergency services including poison control, fire company, and medical help

_____ First-aid supplies are evident.

_____ Potentially dangerous situations are anticipated.

Ex. instructions for evacuation are presented so they can be understood by children and adults; safe auto and bus travel procedures are understood

Use the space below to list observed aspects of competence in functional area SAFE, which are not included as part of the above items.

Additional items (number each item):

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Recommendations for continued growth:

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FUNCTIONAL AREA 2: HEALTHY

Candidate promotes good health and nutrition and provides an environment that contributes to the prevention of illness.

☐ **2.1 General hygiene practices are implemented consistently to cut down the spread of infectious diseases.**

Observation comments:

____ Toys and equipment are kept clean.

____ Tissues are used once and discarded in closed plastic-lined container.

____ Correct handwashing procedure used by adult before food, after each diapering/toileting, and whenever needed.

Ex. liquid soap, running water, and individual paper towels used

☐ **2.2 Health maintenance habits in children are encouraged.**

____ Children wash hands properly before eating, after toileting, and whenever needed.

Ex. soap and water used; adult supervises to teach children proper procedures

____ Preschoolers are encouraged to clean up own spills and minor messes with adult supervision.

____ Children wear clothing appropriate for the weather, and extra clothing is available when needed.

____ Children do not share personal items.

Ex. children use own hair brushes, combs, hats, etc.

____ Dental hygiene practiced with toddlers/preschoolers.

Ex. teeth brushed after eating; toothbrushes labeled with children's names stored in open container; bristles do not touch

☐ **2.3 Diapering/toileting procedures are organized to maintain health.**

Observation comments:

_____ Implements sanitary diapering/toileting procedures.

Ex. infants: disposable diapers discarded in lined, covered container; soiled clothes sealed in labeled plastic bags; changing area washed with bleach and dried after each diaper change; hands washed between children

Ex. toddlers/preschoolers: toilet facilities are sanitary; toilets flushed after each use; spills of bodily fluids cleaned with bleach solution

☐ **2.4 Meals/snacks meet the developmental needs of children.**

_____ Provides appropriate mealtime experiences.

Ex. infants: held in inclined position during feeding; individual feeding schedules; bottles not propped; no group feeding; feeding not rushed

Ex. toddlers/preschoolers: children fed when hungry; appropriate amounts of foods provided to children

Ex. children are not required to "finish" food on their plates to get dessert; meals/snack food are not used for rewards or punishment

_____ Age-appropriate self-help skills during meals/snacks are encouraged.

Ex. older infants/toddlers: finger foods offered; toddlers encouraged to use spoons; child-sized plates, cups, utensils used; children clear own places when ready

Ex. preschoolers: serve themselves; learn appropriate table behavior; participate in simple food preparation; set table; help with clean-up

Ex. special needs: menus and utensils adapted

☐ **2.5 Pleasant and appropriate environment conducive to rest is provided daily.**

Observation comments:

____ Pleasant nap or quiet times meet children's needs for rest.

Ex. infants/younger toddlers: individual nap schedules; never awakened from naps for another activity

Ex. older toddlers/preschoolers: at least one rest/nap each day for full-day program; soothing naptime routines; quiet time each day for half-day programs

____ A quiet, isolated place is available for a sick child to rest with an adult nearby.

Use the space below to list observed aspects of competence in functional area HEALTHY, which are not included as part of the above items.

Additional items (number each item):

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Recommendations for continued growth:

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FUNCTIONAL AREA 3: LEARNING ENVIRONMENT

Candidate uses space, relationships, materials and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration and learning.

☐ **3.1 Well-arranged space, which meets the developmental needs of children during routines and play, is provided.**

Observation comments:

____ Adult makes an effort to create a pleasant atmosphere in spaces used.

Ex. displays pleasing posters, pictures, plants, etc.; few or no cute or cartoon materials used; avoids clutter; keeps music at comfortable level; displays children's art, culturally relevant objects, items from nature; keeps pet cages and aquarium clean

____ Furnishings are well arranged.

Ex. family day care: space arranged so space and belongings of family are treated with respect

Ex. infants: small but uncrowded play spaces; children can crawl and/or walk about easily

Ex. special needs: room arrangement allows all children to participate and interact

Ex. multi-age groups: furnishings used to protect older children's projects from younger children

Ex. all settings: different areas assigned specific activities; quiet/noisy activities separated; related activities near each other; no crowding; clear short pathways; furniture used to mark off play areas

☐ **3.2 A variety of developmentally appropriate materials are made available.**

____ Variety of materials.

Ex. balance of hard/soft, quiet/active, unlimited possibilities/one solution, messy/neat, indoors/outdoors, pretend/real

____ Materials are developmentally appropriate for all children, including those with special needs.

Ex. toys are good match to what children can do; toys are not too difficult or easy; toys interest the children

_____ Sufficient number of materials.

Ex. extra materials available and rotated into play as children's needs and interests change; enough toys so children do not have to wait; duplicates of popular toys

Observation comments:

☐ **3.3 Materials for play are well organized.**

_____ Materials well organized and accessible to children throughout the day.

Ex. infants/younger toddlers: toys placed where child can see or play with them without adult support; new toys offered as child loses interest

Ex. toddlers/preschoolers: play materials stored on low open shelves for free use; toy boxes never used; learning areas for books, blocks, pretend play, art, music, table toys; woodworking for older preschoolers; shelves labeled; toys with smaller parts stored in see-through unbreakable plastic containers

_____ Children encouraged to help maintain the setting.

Ex. toddlers/preschoolers help at clean up time to put things back where they belong; children help keep indoors and outdoors play areas litter-free

☐ **3.4 Schedule provided meets children's needs for routines and play.**

Observation comments:

_____ Schedule allows for routine needs of children to be met.

Ex. no waiting when children are hungry or tired; playground use scheduled to avoid crowding

_____ Schedule is dependable, yet flexible enough to meet children's needs.

Ex. regular activities stopped when no longer interesting to children; activities and routines can be earlier or later, based on children's needs

_____ Schedule is developmentally appropriate.

Ex. most of day spent in exploratory free play; schedule for infants/toddlers more individualized than that for preschoolers

_____ Group times are developmentally appropriate.

Ex. infants/toddlers: children under 3½ years not expected to join in group time

Ex. preschoolers: occasional large groups; no longer than 10 minutes; children permitted to leave when they wish; children actively involved; pace varied; group time changed if not working well

_____ Schedule provides variety.

Ex. some group activities offered between individual or self-selected play; balance of large/small muscle

_____ Schedule provides smooth transitions.

Ex. children reminded when activity will be changing; time allowed to finish activities; no waiting or lining up; children move in small groups, not large ones

Use the space below to list observed aspects of competence in functional area LEARNING ENVIRONMENT, which are not included as part of the above items.

Additional items (number each item):

Recommendations for continued growth:

FUNCTIONAL AREA 4: PHYSICAL

Candidate provides a variety of equipment, activities, and opportunities to promote the physical development of children.

☐ **4.1 A variety of activities are offered which enable children to develop their large muscles.**

Observation comments:

____ Large muscle skills are encouraged with developmentally appropriate activities.

Ex. infants/younger toddlers: safe opportunities to crawl, stand, push, pull, walk, roll, throw, climb, etc.

Ex. older toddlers/preschoolers: safe opportunities to walk, run, climb, jump, throw, kick, dance, gallop, balance, rock, ride, push, pedal, etc.

☐ **4.2 A variety of activities are offered which enable children to develop their small muscles.**

____ Small muscle skills are encouraged with a variety of developmentally appropriate materials and toys.

Ex. safe infant toys that can be held and manipulated; dump and fill toys; puzzles; fit together/take apart toys; toys adapted for special needs children

☐ **4.3 Program activities are adapted to meet individual needs and special needs of children with disabilities.**

____ Makes modifications in the environment for individual children.

____ Observes and evaluates children's physical development and makes program plans accordingly.

____ Communicates to children through actions and classroom experiences the importance of physical activity.

☐ **4.4 Opportunities are offered to help children develop their senses.**

Observation comments:

_____ Uses sight, sound, smell, taste, and touch experiences.

Ex. emphasizes activities noticing colors, smelling odors, tasting different foods, and feeling and touching a variety of objects

Use the space below to list observed aspects of competence in functional area PHYSICAL, which are not included as part of the above items.

Additional items (number each item):

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Recommendations for continued growth:

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FUNCTIONAL AREA 5: COGNITIVE

Candidate provides activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the development levels and learning styles of the children.

☐ **5.1 A variety of age-appropriate materials and activities that encourage curiosity, exploration, and problem solving are accessible to children throughout most of the day.**

Observation comments:

_____ Toys are developmentally appropriate.

Ex. infants/young toddlers: toys with bright or contrasting colors; toys infants can rattle, squeeze, roll, push; toys with interesting designs; things that move; things that make noise; mouthable toys; cause/effect toys; mobiles; unbreakable mirrors; toys of many textures

Ex. older toddlers/preschoolers: blocks in various shapes and sizes; toys that make noise or do something when manipulated; sand and water; cooking activities; pegboards; beads to string; construction sets; things for children to compare; puzzles with 4-12 pieces; things for children to count; toys of many textures; cause/effect toys; toys with open-ended possibilities

_____ Activities involve real, hands-on experiences.

Ex. colors, numbers, letters, words, science, and nature not taught by rote but based on experiences with real things; activities busily involve children; teacher demonstrates new techniques with materials if needed but allows children to figure out what to do by themselves; television very limited, if at all

☐ **5.2 Interactions provide support for play, exploration, and learning.**

_____ Adult is available as a resource to children.

Ex. sits on floor near children; moves about room as children play, talking with and helping them; modifies activities for special needs child; assists children to become involved as needed; shows children how to use any unfamiliar equipment

_____ Uses well-timed input to facilitate children's thinking about their experiences.

Ex. allows children to learn new skills without interference; child's exploration to talk not interrupted; children not told what to do in play

Observation comments:

____ Encourages and respects children's choices of play.

Ex. children not assigned to play; children not pushed or forced to participate; children are free to move from one interest to another; child works at own pace and in own style

____ Encourages children's problem solving.

Ex. asks children thought-provoking questions that have many possible answers; children encouraged to explore and discover on their own, to expand on own ideas, and to ask questions

____ Helps make learning delightful for children.

Ex. follows children's interests; shows enthusiasm and interest in their discoveries

☐ **5.3 Individual learning styles are recognized.**

____ Obtains or makes and uses special learning materials.

____ Supports children's repetition of the familiar.

____ Allows individual variation in group activities.

Use the space below to list observed aspects of competence in functional area COGNITIVE, which are not included as part of the above items.

Additional items (number each item):

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Recommendations for continued growth:

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FUNCTIONAL AREA 6: COMMUNICATION

Candidate actively communicates with children, provides opportunities and support for children to understand, acquire and use verbal and nonverbal means of communicating.

☐ **6.1 Communication with each individual child is frequent.**

Observation comments:

_____ Frequently talks with each child.

_____ Makes eye contact when talking with child.

_____ Uses positive nonverbal messages, such as holding out hand, hugging, smiling, etc.

_____ Takes turns when talking with child; talks with, not at, child.

_____ Uses several languages, whenever possible or when needed.

Ex. for bilingual specialization: talks, sings songs, and routinely incorporates language into daily routines

☐ **6.2 Talk with children is developmentally appropriate.**

_____ Talks with children about real things they are experiencing.

Ex. tells child what is happening or about to happen during routines; gives children many opportunities to learn new words through real experiences; talks to children about their play

_____ Talks only as long as the child is interested.

_____ Uses simple clear sentences.

Ex. uses more words and longer sentences for older toddlers and preschoolers; gives clear, simple instructions; uses words correctly; never uses baby talk

_____ Uses many different ways to express ideas.

☐ **6.3 Children are encouraged to talk.**

Observation comments:

____ Makes eye contact and listens with interest when children talk.

____ Gives frequent opportunities and much time for children to talk and express ideas.

Ex. infants/younger toddlers: shows delight with sounds child makes; imitates cooing and babbling

Ex. older toddlers/preschoolers: encourages children to talk with each other, to talk about what they see and do; leads natural pleasant conversations during meals; does not dominate conversations; limits talk to whole group to 3-4 minutes

____ Encourages talking through questioning.

Ex asks older infants and toddlers easy "what" and "where" questions; asks older preschoolers "how" and "why" questions

☐ **6.4. Children's attempts to communicate are responded to positively.**

____ Responds to verbal messages from children.

Ex. answers crying, babbling, attempts to say words, children's ideas and questions; listens with acceptance to what children say; accepts grammar without correcting; gives clear understandable answers to children's questions; sometimes expands on what child has said

____ Responds to nonverbal messages from children.

Ex. reaching out arms to be picked up, pointing to something of interest, smiles or other facial expressions

☐ **6.5 A developmentally appropriate, print-rich environment in which children learn about books, literature, and writing is provided.**

____ Children helped to discover written words as a natural part of their ongoing experiences with real things.

Ex. written words and numbers where toddlers/preschoolers can see; names on cubbies, pictures, etc.; children shown the words they are interested in when reading; writes down preschooler-dictated stories

____ Preschoolers given opportunities to write as they show interest.

Ex. writing area available for preschoolers for free choice; children encouraged but never forced to write or trace letters; children's own spellings encouraged; no flashcards, work sheets, phonics lessons or drill used

____ Many opportunities for hands-on experiences with age-appropriate books available daily.

Ex. infants/toddlers: cardboard books propped for non-mobile baby to see; bright cardboard books, some vinyl or fabric books accessible

Ex. older toddlers/preschoolers: comfortable, inviting book area with many child-appealing books; books displayed on low open shelves with book covers facing children; variety of books accessible, including child-made books; adult goes to book area to chat or read with children; selects books from appropriate bibliography

____ Group story times are age appropriate.

Ex. very short picture books read with infants; some story groups are small enough to allow children to sit next to or on lap of adult; all can see pictures during reading

____ Children are active participants, not passive listeners.

Ex. infants/toddlers: allowed to pat, point to and name pictures in books

Ex. preschoolers: invited to tell or retell stories; children and adult informally talk about what happened in stories; "how" and "why" questions used to encourage children to think about the story; children encouraged to tell stories to others while using pictures in books

Observation comments:

_____ Children given variety of literature/story experiences.

Ex. puppets, finger plays, flannel boards or songs used to tell stories; short poems that children enjoy; tape recording of favorite books for children who can listen and turn pages; telling stories without books

Use the space below to list observed aspects of competence in functional area COMMUNICATION, which are not included as part of the above items.

Additional items (number each item):

Recommendations for continued growth:

FUNCTIONAL AREA 7: CREATIVE

Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space, and ideas in individual ways and to express their creative abilities.

☐ 7.1 Individual expression and creativity are appreciated.

Observation comments:

_____ Children's creative work is respected and valued.

Ex. most of room is decorated with children's work displayed at their eye-level; block buildings appreciated; listens with delight to child's made-up songs

_____ Children are encouraged, but never required, to take part in creative activities.

Ex. music experiences are not formal learning activities; children always have choice of other activities

_____ Creative activities are child directed and process oriented.

Ex. projects presented that cannot be done wrong; there are no "parts" cut out and controlled by adult

_____ Unconventional use of materials is accepted.

☐ 7.2 Many appropriate music experiences are available to children.

_____ Music experiences are available daily.

_____ Creativity in musical experiences is encouraged.

Ex. children encouraged to respond to music in their own way, adult doesn't show how to move; children make up own songs; play music instruments with own rhythm

_____ Musical instruments that children can play themselves are accessible.

Ex. musical sound toys for infants/toddlers; age-appropriate musical instruments such as drums, bells, triangles, wood blocks, and tambourines offered as an everyday free-choice activity; children shown how to care for instruments

_____ Frequent singing of appropriate songs by children and adults.

Observation comments:

Ex. many songs with actions as well as words that are understandable to children; songs that children and adults make up

_____ Music used for listening and movement.

Ex. lullabies sung as infants fall asleep; quiet music at nap time; dancing to music; informal games with music; recordings of a variety of types of music

☐ **7.3 Art experiences are age appropriate and varied.**

_____ Art materials are available daily to older toddlers and preschoolers for independent use.

_____ Creativity is encouraged in children's artwork.

Ex. scribble pictures valued; children's artwork not expected to look like others'; coloring books, tracing, drawing with stencils not used

_____ A variety of art materials are offered as children become developmentally ready.

Ex. older infants/toddlers: large sheets of plain paper; fat crayons; wide water color markers

Ex. older toddlers/preschoolers: large blank sheets of paper; many colors of construction paper; water color markers; blunt-end scissors; paste and glue; collage materials; modeling dough or clay; paints with wide brushes

☐ **7.4 Dramatic play experiences with a variety of age-appropriate props are available.**

_____ Dramatic play available daily.

_____ Creativity in dramatic play is encouraged.

Ex. children make up own roles, children use props in their own way

_____ Variety of props allows children to copy familiar behavior.

Ex. dolls; blankets; mirrors; hats; pocketbooks; small people/animal toys; kitchen toys; dress-ups with large buttons, snaps, zippers

_____ New props and ideas made available regularly to add variety to play.

☐ **7.5 Variety of age-appropriate block play opportunities are available.**

Observation comments:

_____ Block play is available daily.

_____ Blocks are age appropriate and varied.

Ex. infants/toddlers: colorful lightweight blocks; large cardboard blocks

Ex. preschoolers: unit blocks; smaller building blocks

Use the space below to list observed aspects of competence in functional area CREATIVE, which are not included as part of the above items.

Additional items (number each item):

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Recommendations for continued growth:

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FUNCTIONAL AREA 8: SELF

Candidate provides physical and emotional security for each child and helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.

☐ **8.1 Children are given the message that each person is important, respected, and valued.**

Observation comments:

____ Appropriate affection shared with each child.

Ex. infants held closely and handled gently; gives and accepts lots of hugs, kisses and snuggles; doesn't tease or tickle; uses warm voice; gives children time to show affection

____ Personalized interactions with each child.

Ex. uses children's names often; encourages children to use each others' names; treats each child's work with respect and interest; shows delight to be with each child

____ Helps children feel proud of themselves.

Ex. focuses on children's positive qualities; does not use belittling nicknames; shows excitement and interest in children's activities; encourages self-help skills; notices children's successes; doesn't compare children with each other, promote competition or criticize children's efforts

☐ **8.2 Individual children are helped to develop a sense of security.**

____ Shows acceptance, respect and sensitivity to each child's feelings.

Ex. does not startle infant; talks with infants about their feelings; puts toddlers' problems into words; comforts children who are upset; respects children's "NO" when possible; respects children's preferences; helps to ease daily separations; gets excited along with children; enjoys children's humor; is patient; helps children accept feelings and find safe ways to deal with them

☐ **8.3 Diapering/toileting procedures are developmentally appropriate and are organized to encourage self-help skills.**

Observation comments:

____ Toileting is developmentally appropriate and a positive experience for children.

Ex. toilet learning is encouraged when child is ready and interested; children not shamed, rushed or made to feel like failures; children shown how to use good toilet habits such as wiping properly, lifting and lowering seat, and aiming well

____ Independence is encouraged in toileting.

Ex. children allowed to go to toilet by themselves

Use the space below to list observed aspects of competence in functional area SELF, which are not included as part of the above items.

Additional items (number each item):

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Recommendations for continued growth:

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FUNCTIONAL AREA 9: SOCIAL

Candidate helps each child feel accepted in the group, helps children learn to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults.

☐ **9.1 Each child is helped to feel accepted in the group.**

Observation comments:

____ Provides many opportunities to interact in play.

Ex. infants play where they can see others; plenty of chances for preschoolers to play together

____ Provides plenty of age-appropriate opportunities to learn cooperation skills.

Ex. some toys and activities require cooperation; games support cooperation, such as "Ring-Around-the-Rosy"

____ Provides support to encourage social interactions.

Ex. gently introduces strangers; helps shy or aggressive children to get along with others; comments when children are friendly and cooperative

____ Adult takes steps to assure positive integration of children with special needs.

Ex. sets up environment and activities so disabled child can participate with others as much as possible; encourages interations among all children

☐ **9.2 Feelings of empathy and respect for others are encouraged.**

____ Adult helps children understand feelings of others.

Ex. gives simple explanations of feelings to toddlers; asks preschoolers to explain how they feel, models concern

☐ **9.3 Non-biased curriculum is used.**

Observation comments:

_____ Cultural activities are natural part of day.

Ex. all pictures, posters, books, and other materials reflect and celebrate diversity in culture, age, sex, special needs; languages, real objects, music, art, foods, and many aspects of cultures are incorporated into the curriculum; implements associated with special needs included in dramatic play

☐ **9.4 Children are encouraged to respect the environment.**

_____ Non-sexist activities for all.

_____ Care of indoor environment encouraged.

Ex. children help keep areas they use clean; use materials properly so they do not get broken

_____ Emphasis on respect for nature and its resources.

Ex. water and lights turned off when not in use; children help care for plants; children encouraged to help care for outdoor areas they use

Use the space below to list observed aspects of competence in functional area SOCIAL, which are not included as part of the above items.

Additional items (number each item):

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Recommendations for continued growth:

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FUNCTIONAL AREA 10: GUIDANCE

Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group.

☐ **10.1 Methods for avoiding problems are implemented.**

Observation comments:

_____ Space and materials are arranged to limit disruptive behavior.

Ex. many duplicate toys; safe alternatives offered to children who want to do something dangerous or inappropriate

_____ Adult is a good model of positive behavior.

Ex. smiles often; shares well; gentle and warm; listens and talks

_____ Rough play is minimized.

Ex. defuses rough play before it becomes a problem; makes superhero play more manageable by limiting time and place

_____ Attention is given for positive behavior.

Ex. self-control and considerate behavior noticed and praised; minor distractions ignored

☐ **10.2 Positive guidance techniques are used.**

Observation comments:

_____ Emphasis is on children's learning and using self-discipline.

Ex. adult acts as mediator and helps children solve problems; listens and asks open-ended questions to get children to think through solutions; uses "effective listening" by being someone children can trust, letting them do most of the talking, attending to their actions as well as words, accepting whatever they say in a way that leads them to think more about the idea

_____ Adult is consistent and calm when dealing with more severe problems.

Ex. is fair and firm if "no" must be said; maintains self-control when dealing with aggressive child; separates children from group only when child might hurt or do damage; stays with child in "time out" until problem is resolved

_____ Adult helps children learn to control their actions and feelings of anger and aggression.

Ex. children helped to see how what they do affects others; helps children understand that friendly, cooperative behavior is expected

☐ **10.3 Guidance practices are related to knowledge of each child's personality and developmental level.**

_____ Modifies situations in anticipation of problems.

_____ Accepts children's feelings and provides acceptable outlets for children to express them.

Use the space below to list observed aspects of competence in functional area GUIDANCE, which are not included as part of the above items.

Additional items (number each item):

Recommendations for continued growth:

FUNCTIONAL AREA 11: FAMILIES

Candidate maintains an open, friendly, and cooperative relationship with each child's family; encourages involvement in the program; supports the child's relationship with his or her family.

☐ **11.1 Various opportunities to appreciate children's families are part of the regular program.**

Observation comments:

____ Parents made to feel welcomed.

Ex. pleasantly greeted during drop-off and pick-up of children; invited to take part in special activities

____ Displays pictures of children and their families at children's eye level.

____ Knows children's family members and uses information about them in conversations and program activities.

☐ **11.2 Information about families' culture, religion, and childrearing practices is used in classroom experiences.**

____ Provides experiences that reflect the diversity of the children in the group.

Ex. books represent diverse family lifestyles; based on family preference, different strategies are used for toileting, napping, feeding, disciplining, and fostering self-help/independence with children

____ Comfortably discusses diversity when talking to children.

____ Honors parents' dietary, dress, or other preferences for their children.

____ Provides regular oral and written communication with parents in their preferred language.

☐ **11.3 Various opportunities provided to help parents understand the development of their child and understand their child's point of view.**

____ Projects made by the children are sent home.

____ Shares information with parents about what children learn in everyday household tasks and routines.

____ Helps parents understand the importance of play for children.

____ Provides parent conferences where there are opportunities to express their point of view.

☐ **11.4 Resources provided to help families meet their child's needs**

Observation comments:

_____ Exchanges information with parents about community events.

_____ Collaborates with parents to plan program events and topics for discussion at parent meetings.

_____ Identifies resources to diagnose and treat children with special and handicapping conditions.

Ex. makes referrals to agencies or individuals and follows up to assist parents; brochures and pamphlets available for parents to take

_____ Establishes cooperative working relationships with other helping professionals in the community.

Use the space below to list observed aspects of competence in functional area FAMILIES, which are not included as part of the above items.

Additional items (number each item):

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Recommendations for continued growth:

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FUNCTIONAL AREA 12: PROGRAM MANAGEMENT

Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, recordkeeper, communicator, and a cooperative co-worker.

This functional area is not directly observable in the daily classroom routine. Comments on these indicators may be made by interviewing the Candidate or through knowledge of the Candidate's work from sources other than observation. Do not rate the Candidate; record 3 comments in this functional area and 2 recommendations for further growth.

_____ Observes and records information about children and their families in a non-judgmental manner for use in planning and carrying out daily program activities.

_____ Maintains up-to-date records on children's growth, health, behavior, and progress.

_____ Implements plans for each day with developmentally and culturally appropriate experiences.

_____ Discusses issues that affect the program with appropriate staff (or in family day care, with family members) and follows up on their resolution.

_____ Knows local family child care regulations and complies with group size requirements.

_____ Makes plans for substitute caregivers for emergencies and pre-planned occasions and chooses substitutes carefully, requiring experience with children of the same ages whenever possible.

_____ Takes account of families concerns about such issues as language usage and culturally different styles of relating.

_____ Knows the social service, health, and education resources of the community and uses them when appropriate. Establishes liaisons with community resources that respond to family violence and child abuse.

_____ Recognizes possible learning problems and works with parents and specialists to develop plans specific to the needs of the child.

Comment 1:

Comment 2:

Comment 3:

Recommendations for further growth:

FUNCTIONAL AREA 13: PROFESSIONALISM

Candidate makes decisions based on knowledge of early childhood theories and practices, promotes quality child care services, and takes advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families

This functional area is not directly observable in the daily classroom routine. Comments on these indicators may be made by interviewing the Candidate or through knowledge of the Candidate's work from sources other than observation. Do not rate the Candidate; record 3 comments in this functional area and 2 recommendations for further growth.

_____ Continues to gain knowledge of physical, cognitive, language, emotional, and social development as a basis for planning program goals.

_____ Knows her/his own ability to provide quality care for children and cares for the ages with whom s/he can work well.

_____ Keeps all personal information about children and families confidential.

_____ Takes opportunities for professional and personal development by joining appropriate professional organizations, and attending meetings, training courses, and conferences.

_____ Recognizes that caregiver fatigue, low morale, and lack of work satisfaction decrease effectiveness and finds ways to meet his/her own needs and maintain energy and enthusiasm.

_____ Learns about new laws affecting family day care, children, and families.

_____ Increases knowledge about bilingual education by reading, attending workshops, and consulting professionals.

_____ Maintains and works to increase fluency in her/his second language.

_____ Works with other professionals and parents to develop effective strategies to communicate to decisionmakers the needs of children and families.

_____ Seeks information about child sexual abuse and neglect. Keeps up-to-date on legal reporting requirements for child caregivers, and on program policies concerning reporting.

Comment 1:

Comment 2:

Comment 3:

Recommendations for further growth:

Unit 7

Putting it all together as an early childhood professional working with preschoolers

The CDA Candidate with whom you have been working since the beginning of the year has now completed the CDA Seminar and is in the final phase of study in the CDA Professional Preparation Program. For the next few months, you will guide the Candidate through the final series of experiences designed to consolidate all s/he has learned and demonstrate her/his grasp of the skills necessary to become credentialed as a Child Development Associate.

In this unit and the next, you will continue to serve as a professional mentor for the Candidate. As such, you will observe how well the Candidate is able to integrate all of the CDA Professional Preparation Program experiences in making decisions about daily schedules, working with parents, selecting classroom materials and activities, and implementing discipline and teaching methods. You will observe how well the Candidate can take action on behalf of children, parents, and even other early childhood educators. You will also assist with the preparation of the documents that Candidates will present for their final assessment.

Goals

Your primary responsibility in working through Unit 7 is to ensure that the Candidate can put together all that has been learned about the profession to successfully manage a program.

Running an effective program requires a systematic approach — which means that Candidates can determine the needs of their operation, families and children; can make plans based on those needs; and can keep accurate records of needs, plans and practices. Such a systematic approach should be applied to keeping records of attendance, fees, health status, and home visits. It should include specific plans for meeting the needs of children and their families and coordinating communication among involved adults through written information, meetings with parents and resource persons, and frequent informal discussion.

Because Candidates in training are working in many different capacities, the level of responsibility to effectively manage a program will vary. Classroom aides may have little or no independent responsibilities, whereas assistant teachers will likely share responsibility with other staff. Regardless of these variations in their current setting, Candidates are expected to demonstrate their skills as LEAD CAREGIVER, and be able to organize, to plan, to keep records, and to communicate with colleagues and co-workers in ways that enhance program operation and thus the positive experiences of the children and families involved.

Further, in the process of consolidating all they know, Candidates should also come to appreciate their own needs for further growth. On the one hand, they should be confident about their knowledge and practical skills for meeting the needs of children and families in group care programs; and on the other, they should see the CDA Professional Preparation Program as just one step in the continuous process of professional development.

This unit therefore, which covers the CDA functional area of Program Management, should help Candidates ensure a well-run, purposeful program responsive to participant needs:

1. ***They will use all available resources to manage and ensure an effective program operation.***

Candidates will develop skills needed to successfully organize a program for a group of preschool children within a center. They will consider the program's goals and objectives for each child and for the group as a whole to develop realistic plans responsive to the needs of all. They will implement plans each day that are developmentally and culturally appropriate, and make or obtain the necessary materials and equipment. In bilingual programs they will effectively plan for the development of both the home and second language. They will coordinate program plans with parents, specialists and other program personnel, and know the social service, health, and education resources of the community.

Candidates will reaffirm their commitment to the ethical principles of the profession, and thus to their evolving role with children, families, and colleagues. They will understand that professional decisions are based on knowledge of early childhood/child development theories and practices, and know how to take advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

2. ***They will organize, plan, and keep records based on the needs of the families and children.***

Candidates will work with parents to identify the strengths and needs of each child and use this information in planning and carrying out the daily program. They will apply skills in observing and recording information about children for use in planning. They will maintain up-to-date records concerning the growth, health, behavior, and progress of each child and of the group. They will understand the ethical requirements of caring for other people's children, such as maintaining confidentiality, and know when and how to share such information with parents and other appropriate adults.

3. ***They will be effective communicators and cooperative co-workers.***

Candidates will have a clear understanding of their responsibilities with a child care/education program and know how to discuss issues that effect the program with appropriate staff and follow up on their resolution. Wherever required, they will work as a member of a team with others in the program including substitutes, parents and volunteers. They will support other staff by offering assistance and supervision where needed.

Goals and Objectives for Unit 7

Goal:

The Candidate is knowledgeable and skilled in ensuring a well-run and purposeful program responsive to participant needs.

Objectives:

1. Candidates will use all available resources to manage and ensure an effective program operation.
2. Candidates will organize, plan, and keep records based on the needs of the families and children.
3. Candidates will be effective communicators and cooperative co-workers.

Your role as Field Advisor

In this final phase of study, you are expected to help the Candidate prepare to have her or his performance in the field setting evaluated by a Council Representative during a verification visit.

The first step will be to conduct Candidate Conferences designed to consolidate and to integrate her or his knowledge and skills. The Candidate's responses will reveal to you both strengths and weaknesses. You must help the Candidate recognize any areas in which further study is needed, and help the Candidate obtain the necessary skills or information.

For bilingual Candidates, this is the opportunity to tie together an overall sense of the goals and appropriate practices and skills for bilingual programs. Each Candidate's setting may vary in terms of specific curriculum, but overall this is your opportunity to strive for clarity with bilingual Candidates regarding their own philosophy about their bilingual programs. Is it consistent with what we know about language development? Does the Candidate understand the value, both cognitively and emotionally, of maintaining and further developing the child's home language? Does the Candidate have skills to facilitate a supportive environment for language development in two languages?

At the conclusion of Unit 7, you will be ready to observe the Candidate's performance to assess her/his competence as a primary caregiver of children and ability to apply the knowledge and skills obtained through self-study and Seminar participation. Should you feel the Candidate is not prepared for the final assessment, you may recommend a delay until further training is obtained.

Conduct Candidate conferences

During the final phase of the Candidate's field experience, you should meet together once a week to discuss the Candidate's responses to the thought-provoking, thorny questions posed in Unit 7 of *Essentials* and to prepare for the final assessment. A few topics will be covered:

- Using all resources to manage efficiently
- Making good, professional decisions
- Activism as a professional

A few questions are suggested here for further discussion together. By this point, you know the Candidate well enough to select from these or discuss other questions that can help the Candidate overcome any remaining gaps in knowledge or skills that might prevent the award of the CDA Credential.

Discussion topic 28: Using all resources to manage efficiently (pages 388 through 400).

The importance of knowing about resources – both human and information – is reviewed here. Help the Candidate draw together the wealth of resources available and be confident in her or his ability to communicate children's and families' needs, as well as work cooperatively with others.

- With whom– children, parents, professional staff, support staff, neighbors, volunteers, colleagues in other programs, the media, policymakers– does the Candidate seem to have the most rapport? Why?
- With whom does the Candidate have difficulty relating? Why? How can this be overcome?
- What other ways might the Candidate use to productively respond to criticisms or challenges?
- How does the Candidate perceive her or his image with other staff? With the program's neighbors? With other professionals? With the public? Is this image congruent with your observations?
- What new ideas has the Candidate gained from the materials gleaned from resource groups? Where else might information be obtained?
- Does the Candidate have a strong network for resources specific to the endorsement area and age level? Specific to bilingual programs?
- Does the Candidate have a strong network for resources specific to work with children with disabling conditions in mainstreamed settings?
- How does the Candidate plan to keep up with new resources?
- How selective does the Candidate appear to be in choosing the most appropriate services and materials?

- What evidence of planning do you hear in your discussions? See in your observations?
- What new types of records might the Candidate benefit by keeping?
- Were the messages the Candidates perceived from the subtle types of feedback logical and reasonable? Were the responses to each situation professional?

Discussion topic 29: Making good, professional decisions
(pages 400 through 410)

Help Candidates be clear and articulate about why they make the decisions that they do. The focus here is understanding how to use good judgment in daily work.

- What is the Candidate's attitude about the NAEYC Code of Ethical Conduct? Is any part meaningless? Does any part conflict with the Candidate's own ethics?
- Review carefully the Candidate's responses to the "power" situations on pages 402-403: In the scenario presentation, the choices given are poor ones. How professional are the Candidate's responses? What information was considered in making a decision about what to do? What information might have been equally important? What might be some other options?
- Among those ideas suggested in the text, what are strategies the Candidate uses to ensure that confidences are never broken?
- Why did the Candidate choose her or his resolutions to the dilemmas around protecting children? What else might have been considered?
- Challenge the Candidate: If the action selected was ineffective, or further complicated the problem, then what might happen (for example, what if the parent was asked to send a morning snack for the listless child, and the child brought sugar cookies?)
- How professional were the Candidate's responses to the incidents cited about good quality care? What further information is needed?

- If you have questions about the Candidate's judgment with regard to some aspect of good quality care, provide even more samples of materials or activities and ask the Candidate why they are or are not appropriate for the preschool children in the Candidate's group. Help the Candidate think more critically about each one.
- Has the Candidate expressed interest in some type of outside program review to assess quality of care? If not, why? What other situations has the Candidate encountered that were not easily resolved? Would they be handled differently now that the Candidate has gone through the Professional Preparation Program? How?
- What growth have you seen in the Candidate's commitment to supporting diversity? In what areas is further effort needed?
- How clear is the Candidate on strategies for developing the home and second language in bilingual settings?
- Is the Candidate prepared to support and defend the bilingual program's philosophy and practices?
- How do you sense that the Candidate strives to go beyond meeting the baseline regulations that govern the program? Does the program share that commitment to quality?
- What evidence have you seen that indicates the Candidate's support for stronger consumer protection in early childhood programs?

Discussion topic 30: Activism as a professional (pages 411 to 418).

Candidates should know that their commitment to the profession goes beyond their daily work with children and families. Help them see the larger context of issues and find an effective advocacy strategy that has personal meaning.

- How clearly does the Candidate see the relationship between personal and professional conduct?
- Provide time for the Candidate to interview you about your view of the profession. Be sure to emphasize the special opportunities for a career with preschoolers. How insightful were the interview questions that were posed by the Candidate?

- What group(s) and periodical(s) did the Candidate select? Why were these chosen? Refer back to pages 30-31 in this manual for an additional list of organizations.
- What information might you recommend as resources for further information on the Candidate's list of topics s/he wants to learn more about?
- How strongly is the Candidate self-motivated to become involved on behalf of children and families? Help the Candidate select an issue and get started on an advocacy strategy.
- How does the Candidate view the salary/benefits/working conditions issue with regard to the need for good, affordable programs?

If you have any reservations about the Candidate's commitment to any of these ethical issues, they should be resolved before proceeding with the final assessment.

Verify fieldwork assignments

Field Advisors must verify that the Candidate has completed one assignment in this Unit.

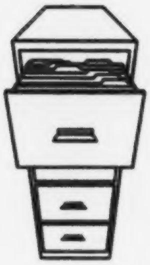
Assignment 17: Complete the final floor plan using the chart in *Essentials* on page 166.

- Compare the Candidate's ideas about the changes in the physical environment made since the first floor plan was completed.
- What are the Candidate's reasons for the room arrangement?

Review videotape

Candidates will be viewing one videotape with this unit. Using the Viewer's Guide, discuss the questions suggested.

Build the Professional Resource File (PRF)



Assist the Candidate to collect one (1) entry for the Professional Resource File:

- Samples of 3 types of record keeping forms used in group care programs, including accident report and emergency form.

Assist the Candidate to write the statement of competence for this Competency Goal, focusing on the functional area, Program Management.

Check the CDA Progress Record

Unit 8

Preparation for final assessment as a Child Development Associate

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At the conclusion of the CDA P_3, Candidates should be prepared to complete their final assessment. The process will assess Candidates' ability to integrate the knowledge and skills developed in the Professional Preparation Program and to demonstrate their competence as a CDA working with young children and their families. Candidates have already completed one component of the assessment – the Early Childhood Studies Review – during their CDA Seminar. Now, they will complete the remaining components by presenting evidence of their competence from three (3) sources:

1. Professional Resource File
2. Parent Opinion Questionnaires
3. Formal Observation by the Field Advisor

A specially trained Council Representative will be assigned by the national office to conduct an on-site visit to collect evidence of the Candidate's competence in working with young children and their families. The Council Rep will interview the Candidate, review the results of the Parent Opinion Questionnaires and Formal Observation, and examine the Candidate's Professional Resource File. A summary of the results of this evidence will be forwarded to the Council national office.

If the Candidate has successfully completed all phases of the CDA Professional Preparation Program, the Child Development Associate Credential will be awarded with an endorsement for center-based preschool programs. Candidates working in bilingual settings and completing specific additional requirements will be awarded also the Bilingual Specialization.

Your responsibility is to assist the Candidate to prepare for the verification visit by the Council Representative – to put the Professional Resource File into its final form, distribute and collect the Parent Opinion Questionnaires, and conduct the Formal Observation. The requirements for each are described in detail on the pages that follow.

Naturally, as you work with the Candidate in this final task, you will form an opinion of her or his overall competence. **If you believe the Candidate is not yet qualified** for the final assessment, and could benefit from further training, it would be important to advise the Candidate of your opinion. Candidates may receive a certificate of completion for the training program and request a delay of final assessment until some future date if they so choose. Please contact the Council at 202-265-9090 or 1-800-424-4310 for further directions on how to proceed.

If you believe the Candidate is qualified, upon completion of the assessment documentation, you will notify the national office so that the Council Rep visit can be scheduled.

PROFESSIONAL RESOURCE FILE

The Professional Resource File is a collection of materials that the CDA will use as an early childhood professional in future work with young children and families. It is compiled for two purposes:

1. It provides a picture of what information Candidates find valuable in their work as a basis for assessing competence as a CDA; and
2. It provides Candidates an important experience in locating resources and articulating their own view of the work in early childhood programs.

The Professional Resource File is a working resource - one that should be USEFUL to the CDA during her/his career. The information it contains should serve as reference materials on a daily basis.

The material in the Professional Resource File can be arranged in any one of many creative ways (e.g., bound in a notebook or contained inside file folders in a box). It should be professional looking and manageable in size. It should be organized and easy to add to or delete from. *There are no requirements about how it should be put together.* Whatever its form, it should be designed to be carried to and from a work site, on a home visit, or to a meeting – wherever early childhood professionals work.

By now, the Candidate has collected most, if not all of the materials s/he needs. S/he has also drafted statements of competence for 5 of the 6 competency areas. You should assist the Candidate to write the Statement of Competence for the last Competency Goal, focusing on the functional area, Professionalism.

To help the Candidate complete the Resource File, you might plan a session to look over the materials. You should provide suggestions on how to revise and complete the autobiography and statements of competence; locate missing resource materials; and arrange the contents to facilitate review by the Council Representative.

Contents. The Professional Resource File has three major sections: (1) Autobiography; (2) Statements of Competence; and (3) Resource Collection.

1. **Autobiography**: The Candidate writes a statement about her or himself of about 300 words. In the first part, the Candidate tells who s/he is, and in the second part, tells what things about her/his life influenced her/his decision to work with young children. *If the Candidate wishes, s/he may attach a formal resume of her/his education and work experiences.*

2. **Statements of Competence**: In her/his own words, the Candidate describes the things s/he does with children and families that demonstrate her/his ability to meet the specific needs of children in each of the following six (6) Competency Goal areas. The description in each area should be 200-500 words in length and should state her/his goals for children and give specific examples of what s/he does to achieve those goals. *For bilingual Candidates, statements must be specific to the goals of bilingual programs and the statements in three (3) Competency Goals areas must be written in Spanish.*

Begin each section by writing out the Competency Goal Statement:

- Establish and maintain a safe, healthy learning environment
- Advance physical and intellectual competence
- Support social and emotional development and provide positive guidance
- Establish positive and productive relationships with families
- Ensure a well-run, purposeful program responsive to participant needs
- Maintain a commitment to professionalism

3. **Resource Collection**: There are seventeen (17) specific items to be included in the Resource Collection. Organize them by Competency Goal areas and number each item so it can be located easily during the Council Representative's verification visit.

For Bilingual Candidates, the resources used directly with children and families must be in two languages (Spanish and English).

COMPETENCY GOAL I

To establish and maintain a safe, healthy learning environment

1. Name of agency and telephone number to report child abuse concerns.

2. A record of Red Cross or other agency first aid class certificate of completion. Certification must have been issued within the past 3 years.

3. Agency name(s) that supply information on nutrition for children (e.g., Cooperative Extension Service).

COMPETENCY GOAL II

To advance physical and intellectual competence

4. Four songs, including two from other cultures. Include music, word, and any special instructions that may be needed.

5. Include three creative activities: one each for toddlers, 3's and 4's. List all materials and how you expect children to use them.

COMPETENCY GOAL III

To support social and emotional development and provide positive guidance

6. Titles, authors, publishers and copyright dates of 5 children's books that support development of gender identity by portraying males and females in diverse roles.

7. Titles, authors, publishers and copyright dates of 2 picture books that deal with the human reproductive process.

8. Titles, authors, publishers and copyright dates of 3 children's books that deal with separation, divorce, remarriage, or blended families.

9. Name of local hospital and its policies about group field trips, orientation for children scheduled for hospitalization, and parents' presence during children's inpatient stays.

10. Agency name and telephone number for making referrals to family counseling.

COMPETENCY GOAL IV

To establish positive and productive relationships with families

11. Policies for your program that specify what parents should do and what program does for parents.

COMPETENCY GOAL V

To ensure a well-run, purposeful program responsive to participant needs

12. Samples of 3 types of record keeping forms used in group care programs, including accident report and emergency form.

COMPETENCY GOAL VI

To maintain a commitment to professionalism

13. Name and contact information of agency that regulates child care centers and homes; copy of current regulations.

14. Brochure(s) and membership information from two or three national early childhood education associations.

15. Pamphlet(s) designed for parents about how children grow and learn. (No more than 5)

16. An observation tool for recording information about children's behavior. One copy should be blank; the other filled out with a sample observation of a child. (Anonymous)

17. Name and contact information of agencies in the community that provide resources for children with disabling conditions.

Conduct a Formal Observation of the Candidate at work with young children

Your observations of the Candidate's competency in working with young children are critical. You know the Candidate far better than any other person involved in this process, and can be attuned to details that might be less obvious to someone who is not as familiar with the Candidate. These observations must be carried out in accordance with the instructions included with the CDA Observation Instrument.

Earlier during the CDA P_3, you conducted a similar observation and discussed your observations with the Candidate. You pointed out strengths as well as weaknesses, asked probing questions to clarify the rationale for any activity or action that seemed questionable, and discussed equally appropriate alternative ways to handle topics or events that arose. This observation requires no such feedback to the Candidate. The purpose is solely to rate the Candidate's performance using your best professional judgment.

Parent Opinion Questionnaire

Parent perceptions about the Candidate's skills and knowledge are extremely important in assessing whether the Candidate conducts herself or himself in a professional manner.

You will help the Candidate to distribute and collect the questionnaires. Each parent with a child in the Candidate's care will be given an opportunity to complete a questionnaire. At least 75% of the questionnaires distributed must be completed. You may have to make follow-up telephone calls in order to get the questionnaires returned.

The questionnaires are confidential and the Candidate may not read the parents' responses. You will collect the questionnaires and place them in a sealed envelope for the Candidate to present to the Council Representative.

CONGRATULATIONS TO YOU for your intense efforts in shepherding the development of another professional early childhood educator. We know that this individualized Professional Preparation Program requires vast amount of time and energy on the part of Candidate, Field Advisor, and Seminar Instructor. Your contribution to the field of early childhood education/child development through this program is greatly appreciated by children, families, your peers, and the public.

Your comments about any phases of the process will be extremely valuable as we endeavor to keep this program effective and interesting.

We trust that your experience has been rewarding to you, both personally and professionally, and that you will agree to serve as a CDA Field Advisor again, or perhaps become a trained Council Representative.

THANK YOU!

Unit 7

Putting it all together as an early childhood professional working with infants and toddlers

The CDA Candidate with whom you have been working since the beginning of the year has now completed the CDA Seminar and is in the final phase of study in the CDA Professional Preparation Program. For the next few months, you will guide the Candidate through the final series of experiences designed to consolidate all s/he has learned and demonstrate her/his grasp of the skills necessary to become credentialed as a Child Development Associate.

In this unit and the next, you will continue to serve as a professional mentor for the Candidate. As such, you will observe how well the Candidate is able to integrate all of the CDA Professional Preparation Program experiences in making decisions about daily schedules, working with parents, selecting appropriate toys and activities, and interacting with infants and toddlers to foster their development and growth. You will observe how well the Candidate can take action on behalf of children, parents, and even other early childhood educators. You will also assist with the preparation of the documents that Candidates will present for their final assessment.

Goals

Your primary responsibility in working through Unit 7 is to ensure that the Candidate can put together all that has been learned about the profession to successfully manage a program.

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Candidates will reaffirm their commitment to the ethical principles of the profession, and thus to their evolving role with children, families, and colleagues. They will understand that professional decisions are based on knowledge of early childhood/child development theories and practices, and know how to take advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

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3. They will be effective communicators and cooperative co-workers.

Candidates will have a clear understanding of their responsibilities with a child care/education program and know how to discuss issues that effect the program with appropriate staff and follow up on their resolution. Wherever required, they will work as a member of a team with others in the program including substitutes, parents and volunteers. They will support other staff by offering assistance and supervision where needed.

Goals and Objectives for Unit 7

Goal:
The Candidate is knowledgeable and skilled in ensuring a well-run and purposeful program responsive to participant needs.

Objectives:

1. Candidates will use all available resources to manage and ensure an effective program operation.

2. Candidates will organize, plan, and keep records based on the needs of the families and children.

3. Candidates will be effective communicators and cooperative co-workers.

Your role as Field Advisor

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At the conclusion of Unit 7, you will be ready to observe the Candidate's performance to assess her/his competence as a primary caregiver of children and ability to apply the knowledge and skills obtained through self-study and Seminar participation. Should you feel the Candidate is not prepared for the final assessment, you may recommend a delay until further training is obtained.

Conduct Candidate conferences

During the final phase of the Candidate's field experience, you should meet together once a week to discuss the Candidate's responses to the thought-provoking, thorny questions posed in Unit 7 of *Essentials* and to prepare for the final assessment. A few topics will be covered:

- Using all resources to manage efficiently
- Making good, professional decisions
- Activism as a professional

A few questions are suggested here for further discussion together. By this point, you know the Candidate well enough to select from these or discuss other questions that can help the Candidate overcome any remaining gaps in knowledge or skills that might prevent the award of the CDA Credential.

Discussion topic 28: Using all resources to manage efficiently (pages 388 through 400).

The importance of knowing about resources – both human and information – is reviewed here. Help the Candidate draw together the wealth of resources available and be confident in her or his ability to communicate children's and families' needs, as well as work cooperatively with others.

- With whom–children, parents, professional staff, support staff, neighbors, volunteers, colleagues in other programs, the media, policymakers–does the Candidate seem to have the most rapport? Why?
- With whom does the Candidate have difficulty relating? Why? How can this be overcome?
- What other ways might the Candidate use to productively respond to criticisms or challenges?
- How does the Candidate perceive her or his image with other staff? With the program's neighbors? With other professionals? With the public? Is this image congruent with your observations?
- What new ideas has the Candidate gained from the materials gleaned from resource groups? Where else might information be obtained?
- Does the Candidate have a strong network for resources specific to the endorsement area and age level? Specific to bilingual programs?
- Does the Candidate have a strong network for resources specific to work with children with disabling conditions in mainstreamed settings?
- How does the Candidate plan to keep up with new resources?
- How selective does the Candidate appear to be in choosing the most appropriate services and materials?
- What evidence of planning do you hear in your discussions? See in your observations?

- What new types of records might the Candidate benefit by keeping?

- Were the messages the Candidates perceived from the subtle types of feedback logical and reasonable? Were the responses to each situation professional?

Discussion topic 29: Making good, professional decisions
(pages 400 through 410)

Help Candidates be clear and articulate about why they make the decisions that they do. The focus here is understanding how to use good judgment in daily work.

- What is the Candidate's attitude about the NAEYC Code of Ethical Conduct? Is any part meaningless? Does any part conflict with the Candidate's own ethics?

- Review carefully the Candidate's responses to the "power" situations on page (401-402): In the scenario presentation, the choices given are poor one. How professional are the Candidate's responses? What information was considered in making a decision about what to do? What information might have been equally important? What might be some other options?

- Among those ideas suggested in the text, what are strategies the Candidate uses to ensure that confidences are never broken?

- Why did the Candidate choose her or his resolutions to the dilemmas around protecting children? What else might have been considered?

- Challenge the Candidate: If the action selected was ineffective, or further complicated the problem, then what might happen (for example, what if the parent was asked to send a morning snack for the listless child and the child brought sugar cookies?)

- How professional were the Candidate's responses to the incidents cited about good quality care? What further information is needed?

- If you have questions about the Candidate's judgment with regard to some aspect of good quality care, provide even more samples of materials or activities and ask the Candidate why they are or are not appropriate for infants and toddlers in the Candidate's group. Help the Candidate think more critically about each one.

- Has the Candidate expressed interest in some type of outside program review to assess quality of care? If not, why? What other situations has the Candidate encountered that were not easily resolved? Would they be handled differently now that the Candidate has gone through the Professional Preparation Program? How?

- What growth have you seen in the Candidate's commitment to supporting diversity? In what areas is further effort needed?

- How clear is the Candidate on strategies for developing the home and second language in bilingual settings?

- Is the Candidate prepared to support and defend the bilingual program's philosophy and practices?

- How do you sense that the Candidate strives to go beyond meeting the baseline regulations that govern the program? Does the program share that commitment to quality?

- What evidence have you seen that indicates the Candidate's support for stronger consumer protection in early childhood programs?

Discussion topic 30: Activism as a professional
(pages 411 through 418).

Candidates should know that their commitment to the profession goes beyond their daily work with children and families. Help them see the larger context of issues and find an effective advocacy strategy that has personal meaning.

- How clearly does the Candidate see the relationship between personal and professional conduct?

- Provide time for the Candidate to interview you about your view of the profession. Be sure to emphasize the special opportunities for careers with infants and toddlers. How insightful were the interview questions that were posed by the Candidate?

- What group(s) and periodical(s) did the Candidate select? Why were these chosen? Refer back to pages 30-31 in this manual for an additional list of organizations.

- What information might you recommend as resources for further information on the Candidate's list of topics s/he wants to learn more about?

- How strongly is the Candidate self-motivated to become involved on behalf of children and families? Help the Candidate select an issue and get started on an advocacy strategy.

- How does the Candidate view the salary/benefits/working conditions issue with regard to the need for good, affordable programs?

If you have any reservations about the Candidate's commitment to any of these ethical issues, they should be resolved before proceeding with the final assessment.

Verify fieldwork assignments

Field Advisors must verify that the Candidate has completed one assignment in this Unit.

Assignment 17: Complete the final floor plan using the chart in *Essentials* on page 166.

- Compare the Candidate's ideas about the changes in the physical environment made since the first floor plan was completed.

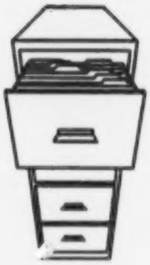
- Even if the Candidate's present group has a small age range, have the Candidate design a space for young infants, mobile infants, and toddlers. The design can either be for one room, or three separate rooms.

- What are the Candidate's reasons for the room arrangement?

Review videotape

Candidates will be viewing one videotape with this unit. Using the Viewer's Guide, discuss the questions suggested.

Build the Professional Resource File (PRF)



Assist the Candidate to collect one (1) entry for the Professional Resource File:

- Samples of 3 types of record keeping forms used in group care programs, including accident report and emergency form.

Assist the Candidate to write the Statement of Competence for this Competency Goal, focusing on the functional area, Program Management.

Check the CDA Progress Record

Resources for further information

Developmental Milestones: The PACEER Project. [6 Video Series - 10-16 minutes] (1987). Produced by the Parent and Child Early Education Resources Research and Educational Planning Center, University of Nevada - Reno. Distributed by Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120.

Stepping Stones: Pathways to Early Development. [30 Video Series - 15 minutes]. (1986). Produced by Tennessee Technological University & WCTE. Distributed by Agency for Instructional Technology, Box A, Bloomington, IN 47402-0120.

Unit 8

Preparation for final assessment as a Child Development Associate

At the conclusion of the CDA P_3, Candidates should be prepared to complete their final assessment. The process will assess Candidates' ability to integrate the knowledge and skills developed in the Professional Preparation Program and to demonstrate their competence as a CDA working with young children and their families. Candidates have already completed one component of the assessment – the Early Childhood Studies Review – during their CDA Seminar. Now, they will complete the remaining components by presenting evidence of their competence from three (3) sources:

1. Professional Resource File
2. Parent Opinion Questionnaires
3. Formal Observation by the Field Advisor

A specially trained Council Representative will be assigned by the national office to conduct an on-site visit to collect evidence of the Candidate's competence working with young children and their families. The Council Rep will interview the Candidate, review the results of the Formal Observation and Parent Opinion Questionnaires, and examine the Candidate's Professional Resource File. A summary of the results of this evidence will be forwarded to the Council national office.

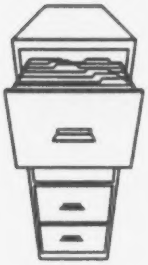
If the Candidate has successfully completed all phases of the CDA Professional Preparation Program, the Child Development Associate Credential will be awarded with an endorsement for center-based infant and toddler programs. Candidates working in bilingual settings and completing specific additional requirements will be awarded also the Bilingual Specialization.

Your responsibility is to assist the Candidate to prepare for the verification visit by the Council Representative – to put the Professional Resource File into its final form, distribute and collect the Parent Opinion Questionnaires, and conduct the Formal Observation. The requirements for each are described in detail on the pages that follow.

Naturally, as you work with the Candidate in this final task, you will form an opinion of her or his overall competence. **If you believe the Candidate is not yet qualified** for the final assessment, and could benefit from further training, it would be important to advise the Candidate of your opinion. Candidates may receive a certificate of completion for the training program and request a delay of final assessment until some future date if they so choose. Please contact the Council at 202-265-9090 or 1-800-424-4310 for further directions on how to proceed.

If you believe the Candidate is qualified, upon completion of the assessment documentation, you will notify the national office so that the Council Rep visit can be scheduled.

Professional Resource File



The Professional Resource File is a collection of materials that the CDA will use as an early childhood professional in future work with young children and families. It is compiled for two purposes:

1. It provides a picture of what information Candidates find valuable in their work as a basis for assessing competence as a CDA; and

2. It provides Candidates an important experience in locating resources and articulating their own view of the work in early childhood programs.

The Professional Resource File is a working resource - one that should be USEFUL to the CDA during her/his career. The information it contains should serve as reference materials on a daily basis.

The material in the Professional Resource File can be arranged in any one of many creative ways (e.g., bound in a notebook or contained inside file folders in a box). It should be professional looking and manageable in size. It should be organized and easy to add to or delete from. *There are no requirements about how it should be put together.* Whatever its form, it should be designed to be carried to and from a work site, on a home visit, or to a meeting – wherever early childhood professionals work.

By now, the Candidate has collected most, if not all of the materials s/he needs. S/he has also drafted statements of competence for 5 of the 6 competency areas. You should assist the Candidate to write the Statement of Competence for the last Competency Goal, focusing on the functional area, Professionalism.

To help the Candidate complete the Resource File, you might plan a session to look over the materials. Be sure to note the additional details for infant/toddler caregivers that appear in the Resource Collection. You should provide suggestions on how to revise and complete the autobiography and statements of competence; locate missing resource material; and arrange the contents to facilitate review by the Council Representative.

Contents. The Professional Resource File has three major sections: (1) Autobiography; (2) Statements of Competence; and (3) Resource Collection.

1. Autobiography: The Candidate writes a statement about herself/himself of about 300 words. In the first part, the Candidate tells who she/he is, and in the second part, the Candidate tells what things about her/his life influenced her/his decision to work with infants and toddlers. *If the Candidate wishes, she/he may attach a formal resume of her/his education and work experiences.*

2. Statements of Competence: In her/his own words, the Candidate describes the things she/he does with children and families that demonstrate her/his ability to meet the specific needs of young infants, mobile infants, and toddlers in each of the following six (6) CDA Competency Goal areas. The description in each area should be 200-500 words in length and should state her/his goals for children and give specific examples of what she/he does to achieve those goals. *For a bilingual Candidate, statements must be specific to the goals of bilingual programs and the statements in three (3) Competency Goal areas must be written in Spanish.*

   Begin each section by writing out the Competency Goal Statement:

   - Establish and maintain a safe, healthy learning environment
   - Advance physical and intellectual competence
   - Support social and emotional development and provide positive guidance
   - Establish positive and productive relationships with families
   - Ensure a well-run, purposeful program responsive to participant needs
   - Maintain a commitment to professionalism

3. Resource Collection: There are seventeen (17) specific items to be included in the Resource Collection. Organize them by Competency Goal areas and number each item so it can be located easily during the Council Representative's verification visit. *For Bilingual Candidates, the resources used directly with children and families must be in two languages – Spanish/English.*

COMPETENCY GOAL I

To establish and maintain a safe, healthy learning environment

1. Name of agency and telephone number to report child abuse concerns.

2. A record of Red Cross or other agency first-aid class certificate of completion. Training must include first aid for children 0-3 years of age (e.g., CPR for infants and toddlers). Certification must have been issued within the past 3 years.

3. Agency name(s) that supplies information on nutrition for children under 3 (e.g., Cooperative Extension Service).

COMPETENCY GOAL II

To advance physical and intellectual competence

4. Four songs, chants or fingerplays, including two from other cultures. Include music, words, and any special instructions that may be needed.

5. Nine (9) stimulating activities that promote physical, cognitive, and creative development: three (3) for young infants, three (3) for mobile infants, and three (3) for toddlers. Describe the materials you use, the skills they encourage, and how you expect the children to use them.

COMPETENCY GOAL III

To support social and emotional development and provide positive guidance

6. Titles, authors, publishers, and copyright dates of 5 colorful and durable books for children under 3 that support development of gender identity by portraying males and females in diverse roles.

7. Titles, authors, publishers, and copyright dates of 2 picture books that deal with everyday activities and routines.

8. Titles, authors, publishers, and copyright dates of 3 books you would recommend for parents that deal with separation, divorce, remarriage, or blended families. The books may either be children's or adult's books.

9. Name of local hospital and its policies about group field trips, orientation for children scheduled for hospitalization, and parents' presence during children's inpatient stays.

10. Agency name and telephone number for making referrals to family counseling.

COMPETENCY GOAL IV

To establish positive and productive relationships with families

11. Policies for your program that specify what parents should do and what program does for parents. Include strategies to maximize communication between caregiver and parent on informal as well as formal basis.

COMPETENCY GOAL V

To ensure a well-run, purposeful program responsive to participant needs

12. Samples of 3 types of record keeping forms used in group care programs, including accident report and emergency form.

COMPETENCY GOAL VI

To maintain a commitment to professionalism

13. Name and contact information of agency that regulates child care centers and homes; copy of current regulations.

14. Brochure(s) and membership information from two or three national early childhood education associations.

15. Pamphlet(s) designed for parents about how children grow and learn. (No more than 5)

16. An observation tool for recording information about children's behavior. One copy should be blank; the other filled out with a sample observation of a child. (Anonymous)

17. Name and contact information of agencies in the community that provide resources for children under 3 years old with disabling conditions.

Conduct a Formal Observation of the Candidate at work with young children

Your observations of the Candidate's competency in working with young children are critical. You know the Candidate far better than any other person involved in this process, and can be attuned to details that might be less obvious to someone who is not as familiar with the Candidate. These observations must be carried out in accordance with the instructions included with the CDA Observation Instrument.

You are required to observe the Candidate working with young infants (birth-8 months), mobile infants (9-17 months), and toddlers (18-36 months). However, at the time of the final observation, the Candidate probably will not be working with children whose ages span all 3 age subgroups.

Therefore, it may be necessary to complete the observation/ interaction by *conducting a separate observation, in a classroom or group other than where the Candidate works on a daily basis.* Following the instructions on the Observation/Interaction Form, you will accompany the Candidate to a setting where s/he can spend a few hours interacting with children. You will record what you observe, and include it as part of your formal observation of the Candidate.

Prior to your formal observation, suggest that the Candidate spend time with the group s/he is to be observed with and plan activities that will be used with that group.

Earlier during the CDA P_3, you conducted a similar observation and discussed your observations with the Candidate. You pointed out strengths as well as weaknesses, asked probing questions to clarify the rationale for any activity or action that seemed questionable, and discussed equally appropriate alternative ways to handle topics or events that arose. This observation requires no such feedback to the Candidate. The purpose is solely to rate the Candidate's performance using your best professional judgment.

Parent Opinion Questionnaire

Parent perceptions about the Candidate's skills and knowledge are extremely important in assessing whether the Candidate conducts herself or himself in a professional manner.

You will help the Candidate to distribute and collect the questionnaires. Each parent with a child in the Candidate's care will be given an opportunity to complete a questionnaire. At least 75% of the questionnaires distributed must be completed. You may have to make follow-up telephone calls in order to get the questionnaires returned.

The questionnaires are confidential and the Candidate may not read the parents' responses. You will collect the questionnaires and place them in a sealed envelope for the Candidate to present to the Council Representative.

CONGRATULATIONS TO YOU for your intense efforts in shepherding the development of another professional early childhood educator. We know that this individualized Professional Preparation Program requires a vast amount of time and energy on the part of Candidate, Field Advisor, and Seminar Instructor. Your contribution to the field of early childhood education/child development through this program is greatly appreciated by children, families, your peers, and the public.

Your comments about any phases of the process will be extremely valuable as we endeavor to keep this program effective and interesting.

We trust that your experience has been rewarding to you, both personally and professionally, and that you will agree to serve as a CDA Field Advisor again, or perhaps become a trained Council Representative.

THANK YOU!

Unit 7

Putting it all together as an early childhood professional providing family day care

The CDA Candidate with whom you have been working since the beginning of the year has now completed the CDA Seminar and is in the final phase of study in the CDA Professional Preparation Program. For the next few months, you will guide the Candidate through the final series of experiences designed to consolidate all s/he has learned and demonstrate her/his grasp of the skills necessary to become credentialed as a Child Development Associate.

In this unit and the next, you will continue to serve as a professional mentor for the Candidate. As such, you will observe how well the Candidate is able to integrate all of the CDA Professional Preparation Program experiences in making decisions about daily schedules, working with parents, selecting classroom materials and activities, and implementing discipline and teaching methods. You will observe how well the Candidate can take action on behalf of children, parents, and even other early childhood educators. You will also assist with the preparation of the documents that Candidates will present for their final assessment.

Goals

Your primary responsibility in working through Unit 7 is to ensure that the Candidate can put together all that has been learned about the profession to successfully manage a program.

Running an effective program requires a systematic approach — which means that Candidates can determine the needs of their operation, families and children; can make plans based on those needs; and can keep accurate records of needs, plans and practices. Such a systematic approach should be applied to keeping records of attendance, fees, health status, and home visits. It should include specific plans for meeting the needs of children and their families and coordinating communication among involved adults through written information, meetings with parents and resource persons, and frequent informal discussion.

Because Candidates in training are working in many different capacities, the level of responsibility to effectively manage a program will vary. Family day care providers who operate independently will most likely have total responsibility, whereas center-based personnel will likely share responsibility with other staff. Regardless of these variations in their current setting, Candidates are expected to demonstrate their skills as LEAD CAREGIVER, and be able to organize, to plan, to keep records, and to communicate with colleagues and co-workers in ways that enhance program operation and thus the positive experiences of the children and families involved.

Further, in the process of consolidating all they know, Candidates should also come to appreciate their own needs for further growth. On the one hand, they should be confident about their knowledge and practical skills for meeting the needs of children and families in group care programs; and on the other, they should see the CDA Professional Preparation Program as just one step in the continuous process of professional development.

This unit therefore, which covers the CDA functional area of Program Management, should help Candidates ensure a well-run, purposeful program responsive to participant needs:

1. ***They will use all available resources to manage and ensure an effective program operation.***

Candidates will develop skills needed to successfully organize a program for a group of children in a family day care setting. They will consider the program's goals and objectives for each child and for the group as a whole to develop realistic plans responsive to the needs of all. They will implement plans each day that are developmentally and culturally appropriate, and make or obtain the necessary materials and equipment. In bilingual programs they will effectively plan for the development of both the home and second language. They will coordinate program plans with parents, specialists and other program personnel, and know the social service, health, and education resources of the community.

Candidates will reaffirm their commitment to the ethical principles of the profession, and thus to their evolving role with children, families, and colleagues. They will understand that professional decisions are based on knowledge of early childhood/child development theories and practices, and know how to take advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families.

2. ***They will organize, plan, and keep records based on the needs of the families and children.***

Candidates will work with parents to identify the strengths and needs of each child and use this information in planning and carrying out the daily program. They will apply skills in observing and recording information about children for use in planning. They will maintain up-to-date records concerning the growth, health, behavior, and progress of each child and of the group. They will understand the ethical requirements of caring for other people's children, such as maintaining confidentiality, and know when and how to share such information with parents and other appropriate adults.

3. ***They will be effective communicators and cooperative co-workers.***

Candidates will have a clear understanding of their responsibilities with a child care/education program and know how to discuss issues that effect the program with appropriate staff and follow up on their resolution. Wherever required, they will work as a member of a team with others in the program including substitutes, parents and volunteers. They will support other staff by offering assistance and supervision where needed.

Goals and Objectives for Unit 7

Goal:
The Candidate is knowledgeable and skilled in ensuring a well-run and purposeful program responsive to participant needs.

Objectives:

1. Candidates will use all available resources to manage and ensure an effective program operation.

2. Candidates will organize, plan, and keep records based on the needs of the families and children.

3. Candidates will be effective communicators and cooperative co-workers.

Your role as Field Advisor

In this final phase of study, you are expected to help the Candidate prepare to have her or his performance in the field setting evaluated by a Council Representative during a verification visit.

The first step will be to conduct Candidate Conferences designed to consolidate and to integrate her or his knowledge and skills. The Candidate's responses will reveal to you both strengths and weaknesses. You must help the Candidate recognize any areas in which further study is needed, and help the Candidate obtain the necessary skills or information.

For bilingual Candidates, this is the opportunity to tie together an overall sense of the goals and appropriate practices and skills for bilingual programs. Each Candidate's setting may vary in terms of specific curriculum, but overall this is your opportunity to strive for clarity with bilingual Candidates regarding their own philosophy about their bilingual programs. Is it consistent with what we know about language development? Does the Candidate understand the value, both cognitively and emotionally, of maintaining and further developing the child's home language? Does the Candidate have skills to facilitate a supportive environment for language development in two languages?

At the conclusion of Unit 7, you will be ready to observe the Candidate's performance to assess her/his competence as a primary caregiver of children and ability to apply the knowledge and skills obtained through self-study and Seminar participation. Should you feel the Candidate is not prepared for the final assessment, you may recommend a delay until further training is obtained.

Conduct Candidate conferences

During the final phase of the Candidate's field experience, you should meet together once a week to discuss the Candidate's responses to the thought-provoking, thorny questions posed in Unit 7 of *Essentials* and to prepare for the final assessment. A few topics will be covered:

- Using all resources to manage efficiently
- Making good, professional decisions
- Activism as a professional

A few questions are suggested here for further discussion together. By this point, you know the Candidate well enough to select from these or discuss other questions that can help the Candidate overcome any remaining gaps in knowledge or skills that might prevent the award of the CDA Credential.

Discussion topic 28: Using all resources to manage efficiently (pages 388 through 399).

The importance of knowing about resources – both human and information – is reviewed here. Help the Candidate draw together the wealth of resources available and be confident in her or his ability to communicate children's and families' needs, as well as work cooperatively with others.

- With whom– children, parents, professional staff, support staff, neighbors, volunteers, colleagues in other programs, the media, policymakers– does the Candidate seem to have the most rapport? Why?
- With whom does the Candidate have difficulty relating? Why? How can this be overcome?
- What other ways might the Candidate use to productively respond to criticisms or challenges?
- How does the Candidate perceive her or his image with other family day care providers? With the program's neighbors? With other professionals? With the public? Is this image congruent with your observations?
- What new ideas has the Candidate gained from the materials gleaned from resource groups? Where else might information be obtained?
- Does the Candidate have a strong network for resources specific to the endorsement area and age level? Specific to bilingual programs?
- Does the Candidate have a strong network for resources specific to work with children with disabling conditions in mainstreamed settings?
- How does the Candidate plan to keep up with new resources?
- How selective does the Candidate appear to be in choosing the most appropriate services and materials?

- What evidence of planning do you hear in your discussions? See in your observations?

- What new types of records might the Candidate benefit by keeping? A good resource for business recordkeeping is "Opening Your Door to Children: How to Start a Family Day Care Program."

- Were the messages the Candidates perceived from the subtle types of feedback logical and reasonable? Were the responses to each situation professional?

Discussion topic 29: Making good, professional decisions

(pages 399 through 408)

Help Candidates be clear and articulate about why they make the decisions that they do. The focus here is understanding how to use good judgment in daily work.

- What is the Candidate's attitude about the NAEYC Code of Ethical Conduct? Is any part meaningless? Does any part conflict with the Candidate's own ethics?

- Review carefully the Candidate's responses to the "power" situations on pages 400-401: In the scenario presentation, the choices given are poor ones. How professional are the Candidate's responses? What information was considered in making a decision about what to do? What information might have been equally important? What might be some other options?

- Among those ideas suggested in the text, what are strategies the Candidate uses to ensure that confidences are never broken?

- Why did the Candidate choose her or his resolutions to the dilemmas around protecting children? What else might have been considered?

- Challenge the Candidate: If the action selected was ineffective, or further complicated the problem, then what might happen (for example, what if the parent was asked to send a morning snack for the listless child, and the child brought sugar cookies?)

- How professional were the Candidate's responses to the incidents cited about good quality care? What further information is needed

- If you have questions about the Candidate's judgment with regard to some aspect of good quality care, provide even more samples of materials or activities and ask the Candidate why they are or are not appropriate for the children in the Candidate's group. Help the Candidate think more critically about each one.

- Has the Candidate expressed interest in some type of outside program review to assess quality of care? If not, why? What other situations has the Candidate encountered that were not easily resolved? Would they be handled differently now that the Candidate has gone through the Professional Preparation Program? How?

- What growth have you seen in the Candidate's commitment to supporting diversity? In what areas is further effort needed?

- How clear is the Candidate on strategies for developing the home and second language in bilingual settings?

- Is the Candidate prepared to support and defend the bilingual program's philosophy and practices?

- How do you sense that the Candidate strives to go beyond meeting the baseline regulations that govern the program? Does the program share that commitment to quality?

- What evidence have you seen that indicates the Candidate's support for stronger consumer protection in early childhood programs?

Discussion topic 30: Activism as a professional (pages 409 to 416).

Candidates should know that their commitment to the profession goes beyond their daily work with children and families. Help them see the larger context of issues and find an effective advocacy strategy that has personal meaning.

- How clearly does the Candidate see the relationship between personal and professional conduct?

- Provide time for the Candidate to interview you about your view of the profession. Be sure to emphasize the special opportunities for a career in family day care. How insightful were the interview questions that were posed by the Candidate?

- What group(s) and periodical(s) did the Candidate select? Why were these chosen? Refer back to pages 30-31 in this manual for an additional list of organizations.

- What information might you recommend as resources for further information on the Candidate's list of topics s/he wants to learn more about?

- How strongly is the Candidate self-motivated to become involved on behalf of children and families? Help the Candidate select an issue and get started on an advocacy strategy.

- How does the Candidate view the salary/benefits/working conditions issue with regard to the need for good, affordable programs?

If you have any reservations about the Candidate's commitment to any of these ethical issues, they should be resolved before proceeding with the final assessment.

Verify fieldwork assignments

Field Advisors must verify that the Candidate has completed one assignment in this Unit.

Assignment 17: Complete the final floor plan using the chart in *Essentials* on page 166.

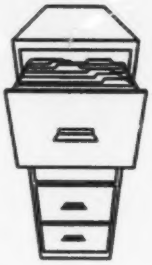
- Compare the Candidate's ideas about the changes in the physical environment made since the first floor plan was completed.

- What are the Candidate's reasons for the room arrangement?

Review videotape

Candidates will be viewing one videotape with this unit. Using the Viewer's Guide, discuss the questions suggested.

Build the Professional Resource File (PRF)



Assist the Candidate to collect one (1) entry for the Professional Resource File:

- Samples of 4 types of record keeping forms used in family day care programs: 2 small business forms, such as bookkeeping, insurance, and taxes; 2 program operation forms such as accident report and emergency form.

Assist the Candidate to write the statement of competence for this Competency Goal, focusing on the functional area, Program Management.

Check the CDA Progress Record

Resources for further information

California Childcare Resource and Referral Network. (1987). *Family Day Care Handbook.* San Francisco, California Child Care Initiative.

Frank Porter Graham Child Development Center. (1981). *Family Day Care Education Series Information Packets.* Chapel Hill, NC: University of North Carolina.

Modigliani, K., Reiff, M., & Jones, S. (1987). *Opening Your Door to Children: How to Start a Family Day Care Program.* Washington, DC: National Association for the Education of Young Children.

Ziegler, N., Byer, B., and Larson, B. (1983), Fearon Teaching Aids, *Let the Kids Do It, Vol. 1 & 2,* Belmont, CA.

Unit 8
Preparation for final assessment as a Child Development Associate

At the conclusion of the CDA P_3, Candidates should be prepared to complete their final assessment. The process will assess Candidates' ability to integrate the knowledge and skills developed in the Professional Preparation Program and to demonstrate their competence as a CDA working with young children and their families. Candidates have already completed one component of the assessment – the Early Childhood Studies Review – during their CDA Seminar. Now, they will complete the remaining components by presenting evidence of their competence from three (3) sources:

1. Professional Resource File
2. Parent Opinion Questionnaires
3. Formal Observation by the Field Advisor

A specially trained Council Representative will be assigned by the national office to conduct an on-site visit to collect evidence of the Candidate's competence in working with young children and their families. The Council Rep will interview the Candidate, review the results of the Parent Opinion Questionnaires and Formal Observation, and examine the Candidate's Professional Resource File. A summary of the results of this evidence will be forwarded to the Council national office.

If the Candidate has successfully completed all phases of the CDA Professional Preparation Program, the Child Development Associate Credential will be awarded with an endorsement for family day care programs. Candidates working in bilingual settings and completing specific additional requirements will be awarded also the Bilingual Specialization.

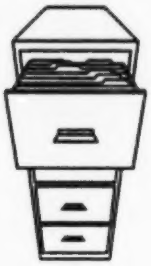
Your responsibility is to assist the Candidate to prepare for the verification visit by the Council Representative – to put the Professional Resource File into its final form, distribute and collect the Parent Opinion Questionnaires, and conduct the Formal Observation. The requirements for each are described in detail on the pages that follow.

Naturally, as you work with the Candidate in this final task, you will form an opinion of her or his overall competence. **If you believe the Candidate is not yet qualified** for the final assessment, and could benefit from further training, it would be important to advise the Candidate of your opinion. Candidates may receive a certificate of completion for the training program and request a delay of final assessment until some future date if they so choose. Please contact the Council at 202-265-9090 or 1-800-424-4310 for further directions on how to proceed.

If you believe the Candidate is qualified, upon completion of the assessment documentation, you will notify the national office so that the Council Rep visit can be scheduled.

PROFESSIONAL RESOURCE FILE

The Professional Resource File is a collection of materials that the CDA will use as an early childhood professional in future work with young children and families. It is compiled for two purposes:



1. It provides a picture of what information Candidates find valuable in their work as a basis for assessing competence as a CDA; and

2. It provides Candidates an important experience in locating resources and articulating their own view of the work in early childhood programs.

The Professional Resource File is a working resource - one that should be USEFUL to the CDA during her/his career. The information it contains should serve as reference materials on a daily basis.

The material in the Professional Resource File can be arranged in any one of many creative ways (e.g., bound in a notebook or contained inside file folders in a box). It should be professional looking and manageable in size. It should be organized and easy to add to or delete from. *There are no requirements about how it should be put together.* Whatever its form, it should be designed to be carried on a home visit, or to a meeting – wherever early childhood professionals work.

By now, the Candidate has collected most, if not all of the materials s/he needs. S/he has also drafted statements of competence for 5 of the 6 competency areas. You should assist the Candidate to write the Statement of Competence for the last Competency Goal, focusing on the functional area, Professionalism.

To help the Candidate complete the Resource File, you might plan a session to look over the materials. You should provide suggestions on how to revise and complete the autobiography and statements of competence; locate missing resource materials; and arrange the contents to facilitate review by the Council Representative.

Contents. The Professional Resource File has three major sections: (1) Autobiography; (2) Statements of Competence; and (3) Resource Collection.

1. **Autobiography:** The Candidate writes a statement about her or himself of about 300 words. In the first part, the Candidate tells who s/he is, and in the second part, tells what things about her/his life influenced her/his decision to work with young children. *If the Candidate wishes, s/he may attach a formal resume of her/his education and work experiences.*

2. **Statements of Competence:** In her/his own words, the Candidate describes the things s/he does with children and families that demonstrate her/his ability to meet the specific needs of children in each of the following six (6) Competency Goal areas. The description in each area should be 200-500 words in length and should state her/his goals for children and give specific examples of what s/he does to achieve those goals. *For bilingual Candidates, statements must be specific to the goals of bilingual programs and the statements in three (3) Competency Goals areas must be written in Spanish.*

Begin each section by writing out the Competency Goal Statement:

- Establish and maintain a safe, healthy learning environment
- Advance physical and intellectual competence
- Support social and emotional development and provide positive guidance
- Establish positive and productive relationships with families
- Ensure a well-run, purposeful program responsive to participant needs
- Maintain a commitment to professionalism

3. **Resource Collection:** There are seventeen (17) specific items to be included in the Resource Collection. Organize them by Competency Goal areas and number each item so it can be located easily during the Council Representative's verification visit.

   For Bilingual Candidates, the resources used directly with children and families must be in two languages (Spanish and English).

COMPETENCY GOAL I

To establish and maintain a safe, healthy learning environment

1. Name of agency and telephone number to report child abuse concerns.

2. A record of Red Cross or other agency first aid class certificate of completion. Certification must have been issued within the past 3 years.

3. Agency name(s) that supply information on nutrition for children (e.g., Cooperative Extension Service).

COMPETENCY GOAL II

To advance physical and intellectual competence

4. Four songs, including two from other cultures. Where available, include music, words, and any special instructions that may be needed.

5. Nine (9) stimulating activities that promote physical, cognitive, and creative development– three (3) for infants, three (3) for toddlers, and three (3) for preschoolers. Describe the materials you use,the skills they encourage, and how you expect children to use them.

COMPETENCY GOAL III

To support social and emotional development and provide positive guidance

6. Titles, authors, publishers and copyright dates of 5 children's books (appropriate for the age group with whom you are currently working) that support development of gender identity by portraying males and females in diverse roles.

7. Titles, authors, publishers and copyright dates of 2 picture books that deal with children with disabling conditions.

8. Titles, authors, publishers and copyright dates of 3 books you would use with children, or recommend for parents that deal with separation, divorce, remarriage, or blended families. The books for parents may either be children's or adult's books.

9. Name of local hospital and its policies about group field trips, orientation for children scheduled for hospitalization, and parents' presence during children's inpatient stays.

10. Agency name and telephone number for making referrals to family counseling.

COMPETENCY GOAL IV

To establish positive and productive relationships with families

11. Policies for your program that specify what parents should do and what program does for parents. Include also the flyer or brochure you use to advertise your family day care home, and a description of your plan for emergency and substitute care.

COMPETENCY GOAL V

To ensure a well-run, purposeful program responsive to participant needs

12. Samples of 4 types of record keeping forms used in family day care programs: 2 small business forms such as bookkeeping, insurance, and taxes; 2 program operation forms, such as accident report and emergency form.

COMPETENCY GOAL VI

To maintain a commitment to professionalism

13. Name and contact information of agency that regulates family day care homes; copy of current regulations. If no regulation exists, copy of the standards endorsed by a local, state, or national family day care association.

14. Brochure(s) and membership information from two or three national early childhood education associations, and one or two state or local family day care associations.

15. Pamphlet(s) designed for parents about how children grow and learn. (No more than 5)

16. An observation tool for recording information about children's behavior. One copy should be blank; the other filled out with a sample observation of a child. (Anonymous). Identify the age range of children for which the tool is appropriate.

17. Name and contact information of agencies in the community that provide resources for children with disabling conditions.

Conduct a Formal Observation of the Candidate at work with young children

Your observations of the Candidate's competency in working with young children are critical. You know the Candidate far better than any other person involved in this process, and can be attuned to details that might be less obvious to someone who is not as familiar with the Candidate. These observations must be carried out in accordance with the instructions included with the CDA Observation Instrument.

Earlier during the CDA P_3, you conducted a similar observation and discussed your observations with the Candidate. You pointed out strengths as well as weaknesses, asked probing questions to clarify the rationale for any activity or action that seemed questionable, and discussed equally appropriate alternative ways to handle topics or events that arose. This observation requires no such feedback to the Candidate. The purpose is solely to rate the Candidate's performance using your best professional judgment.

Parent Opinion Questionnaire

Parent perceptions about the Candidate's skills and knowledge are extremely important in assessing whether the Candidate conducts herself or himself in a professional manner.

You will help the Candidate to distribute and collect the questionnaires. Each parent with a child in the Candidate's care will be given an opportunity to complete a questionnaire. At least 75% of the questionnaires distributed must be completed. You may have to make follow-up telephone calls in order to get the questionnaires returned.

The questionnaires are confidential and the Candidate may not read the parents' responses. You will collect the questionnaires and place them in a sealed envelope for the Candidate to present to the Council Representative.

CONGRATULATIONS TO YOU for your intense efforts in shepherding the development of another professional early childhood educator. We know that this individualized Professional Preparation Program requires vast amount of time and energy on the part of Candidate, Field Advisor, and Seminar Instructor. Your contribution to the field of early childhood education/child development through this program is greatly appreciated by children, families, your peers, and the public.

Your comments about any phases of the process will be extremely valuable as we endeavor to keep this program effective and interesting.

We trust that your experience has been rewarding to you, both personally and professionally, and that you will agree to serve as a CDA Field Advisor again, or perhaps become a trained Council Representative.

THANK YOU!

YOUR COMMENTS ARE WELCOME...

The Council is interested in knowing about your experiences as a Field Advisor using this manual. You may write to us with general comments and suggestions, or reactions to specific topics or suggested exercises. We are interested too in learning about additional resources you have found useful in your work with CDA Candidates.

Please address your comments to the Executive Director, Dr. Carol Brunson Phillips.

Information about the Council for Early Childhood Professional Recognition

Commitment

The Council is committed to improving the practice of individuals who care for and educate young children from birth through age 5 in child care centers, preschools, and family child care homes. The Council also works to improve the professional status of early childhood educators.

Management

The Council administers the **Child Development Associate National Credentialing Program**, providing uniform procedures for assessing the competence of early childhood caregivers. The credentialing program serves approximately 5,000 people each year. To help meet the growing need for qualified child care, the Council also administers a national training system – the **Child Development Associate Professional Preparation Program.**

Collaboration

Closely associated with the federal government's highly respected **Head Start** program, the Council works with Head Start personnel throughout the nation to ensure a qualified work force, and also provides training and credentialing for child care personnel in programs sponsored by the U.S. military.

As a major national organization, the Council is allied with other national early childhood organizations, such as the National Center for Clinical Infant Programs, the Child Welfare League of America, the World Organization for Early Childhood (OMEP), the National Black Child Development Institute, the National Association for the Education of Young Children, the Southern Association on Children Under Six, and the National Head Start Association.

History

Founded in 1985, the Council for Early Childhood Professional Recognition is a nonprofit corporation headquartered in Washington, D.C. The staff is headed by **Carol Brunson Phillips, Ph.D.**, Executive Director, and **J.D. Andrews, Ph.D.**, Chief Corporate Officer. The corporation is guided by its Officers and Board of Directors, a diverse group of nationally known leaders in education.

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ESSENTIALS

for Child Development Associates Working with Young Children

Essentials is a comprehensive curriculum for the preparation of Child Development Associates. It is designed to prepare preschool teachers and caregivers with the knowledge and skills they will need to help children master skills, develop friendships, grow in independence, and move to new levels of thinking and understanding about themselves and the world. The ***Essentials*** curriculum forms the core of the **CDA Professional Preparation Program,** an exciting and challenging 1-year teacher education program sponsored by the **Council for Early Childhood Professional Recognition.**

The Field Advisor's Guide is a practical resource for mentoring CDA Candidates while they are working in a field placement. Drawing on the profession's best strategies for fostering adult learning, it contains ideas for activities, questions, observations, and discussion topics which will help Candidates clarify and expand their knowledge and skill for work in early childhood education settings.

A **Child Development Associate** (CDA) is a person who is able to meet the specific needs of children and who, with parents and other adults, works to nurture children's physical, social, emotional, and intellectual growth in a child development framework.

COUNCIL
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